DOCUMENT RESUME

ED 475 876 UD 035 618

TITLE	From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century. Final Report of the President's Advisory Commission on Educational Excellence for Hispanic Americans.
INSTITUTION	White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC.
PUB DATE	2003-03-31
NOTE	93p.
AVAILABLE FROM	White House Initiative on Educational Excellence for Hispanic Americans, 400 Maryland Avenue, SW, Room 5E110, Washington, DC 20202-3601. Tel: 202-401-1411; Fax: 202-401-8377; e-mail: whitehouseforhispaniceducation@ed.gov; Web site: http://www.yic.gov/paceea/final.html.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; Accountability; Educational Research; Elementary Secondary Education; *Equal Education; Federal Government; High Risk Students; *Hispanic American Students; Teacher Expectations of Students
IDENTIFIERS	Achievement Gap; *Latinos; No Child Left Behind Act 2001

ABSTRACT

During this 18-month study, researchers spoke with and listened to over 1,600 parents, teachers, and experts about the needs of Hispanic American students. Results indicate that Hispanic Americans had significant vitality, desire, ambition, and determination, and want to provide opportunities for their children. However, Hispanic students are far more likely to drop out of high school and less likely to earn a college degree. One out of every three Hispanic students fail to complete high school. Many Hispanic families lack the knowledge to fulfill the high expectations they have for their children, and many Americans set low expectations for Hispanic American children. The federal government does not adequately monitor, measure, and coordinate programs and research to benefit Hispanic American children and families. In 2001, the President's Advisory Commission on Educational Excellence for Hispanic Americans developed an action plan to close the educational achievement gap. The plan recognizes that efforts must be pursued by parents; faith based, community, and business leaders; educators and public officials. Six recommendations set forth by the Commission include setting new and high expectations for Hispanic students, fully implementing and supporting the No Child Left Behind Act, and ensuring full access for Hispanic students postsecondary education. Supporting charts and tables are appended. (Contains 120 bibliographic references.) (SM)

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From Risk to Opportunity

Fulfilling the Educational Needs of Hispanic Americans in the 21st Century

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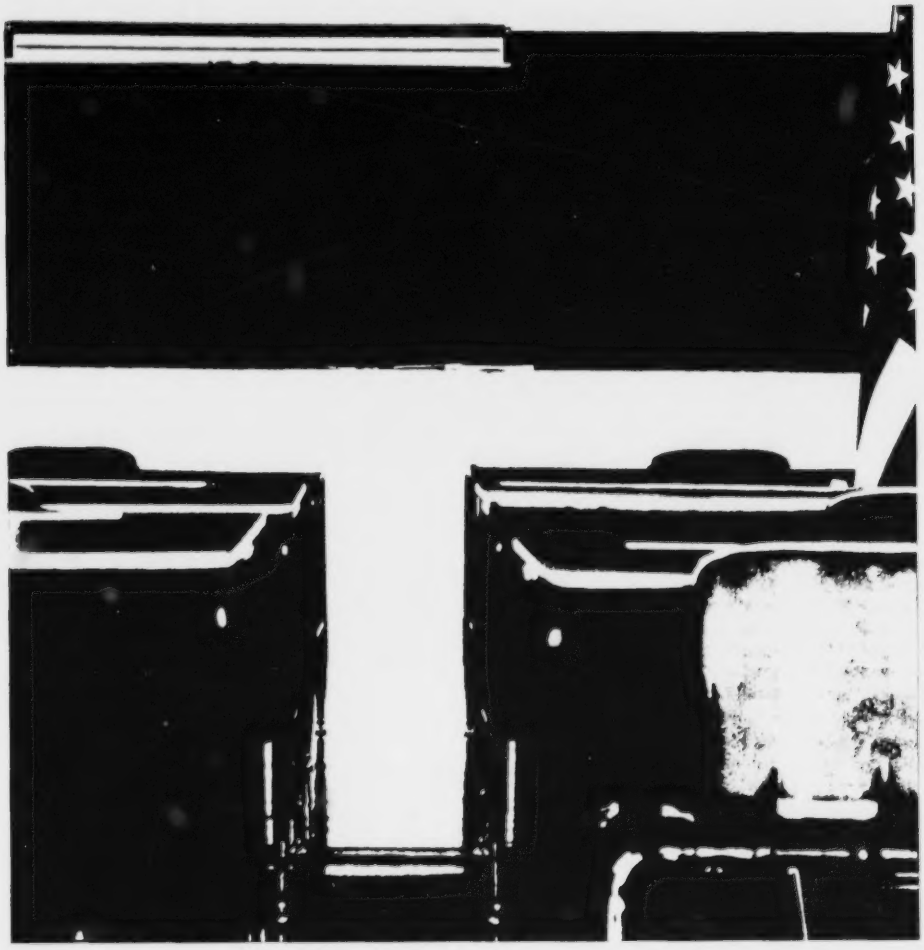
The Final Report of the President's Advisory Commission on Educational Excellence for Hispanic Americans



From Risk to Opportunity

Fulfilling the Educational Needs of Hispanic Americans in the 21st Century

The Final Report of the President's Advisory Commission on Educational Excellence for Hispanic Americans

March 31, 2003

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Contents

Commission Members iii

Table of Contents v

Letter of Transmittal vii

Executive Summary viii

I. The Present Crisis 1

II. Set New and High Expectations Across America 5

III. Support *No Child Left Behind* 13

IV. Reinforce and Expand a High-Quality Teaching Profession 21

V. Develop a Federal Research Agenda to Identify the Needs of Hispanic American Students 29

VI. Create Pathways to College Graduation 37

VII. Create Increased Federal Accountability and Coordination 47

Acknowledgments 53

Bibliography 54

Commission Meetings and Events 60

Biographies 64

Federal Accountability and Coordination 70

Appendix 75

Executive Order 13230 80

March 31, 2003

The Honorable George W. Bush
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

The members of the President's Advisory Commission on Educational Excellence for Hispanic Americans are pleased to present to you *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century.* Approved by unanimous consent of the Commission, *From Risk to Opportunity* builds on the Commission's interim report, *The Road to a College Diploma* (September 2002).

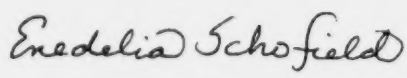
As specified in your Executive Order 13230, issued October 12, 2001, our report presents a plan to close the educational achievement gap for Hispanic American children. The report sets forth concrete recommendations for parents, educators, and leaders from business, local communities, faith-based institutions, and government.

From Risk to Opportunity is the result of an expansive, 18-month review in which we met, spoke with, and listened to more than 1,600 parents, teachers, and experts. We found throughout the country a dedication and hopefulness among Hispanic Americans. The educational achievement of Hispanic Americans, now the nation's largest minority group, consistently lags behind the rest of the country. Nevertheless, there is a growing consensus, encouraged and nurtured by your leadership, that we must indeed "leave no child behind."

We support your efforts to improve the education of Hispanic Americans, and we thank you for the opportunity to provide advice on this important issue. It has been our privilege to serve you and our nation.

Yours truly,

Frank J. Hanna
Co-Chair



Enedelia Schofield
Co-Chair

Executive Summary

As members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, we too look forward to the day when no child in this country is ever left behind. Over the last year and a half, we traveled around our country, listening to the hopes and fears of parents and their children.

"We look forward to the day that no child in this country is ever left behind."

- PRESIDENT GEORGE W. BUSH, JANUARY 8, 2003

As Americans, we should all work as a nation to reach out to our children at risk and provide for them an opportunity. We witnessed an incredible vitality, desire, ambition and determination in the hearts and minds of Hispanic Americans everywhere. The desire to provide opportunity for one's children is universal and is yearned for by the Hispanic American parents we met. Over the last several hundred years, immigrants have testified to the promise of America by flocking to her embrace: ours is indeed the land of opportunity for all who seek it. In January 2003, as the Commission worked to prepare this final report, the Census Bureau released new data showing that Hispanic Americans are now the largest minority group in the nation. The nation's Hispanic American population totals more than 37 million and increased 4.7 percent from April 2000 to July 2001.

Unfortunately, we found that Hispanic students are far more likely to drop out of high school and much less likely to earn a college degree. In fact, *one of every three* Hispanic American students fails to complete high school. Too many Hispanic American families lack the knowledge to fulfill the high expectations they have for their children. And, tragically, too many Americans set low expectations for Hispanic American children. Finally, the federal government does not adequately monitor, measure and coordinate programs and research to the benefit of Hispanic American children and their families, despite the rapidly growing Hispanic American population in the United States.

On October 12, 2001, with Executive Order 13230, the President charged our Commission with developing an action plan to close the educational achievement gap for Hispanic Americans. Over the last 18 months, we met with, talked to and listened to more than 1,600 experts, parents, teachers, students, and business and community leaders.

The members of our Commission share a deep and heartfelt urgency regarding the closing of the educational achievement gap for Hispanic Americans. We present this plan, which represents an expansive review. Our plan recognizes that the effort must be pursued by parents; faith-based, community, and business leaders; educators; and public officials at the local, state and federal levels.

We offer in our report **six recommendations** to help our nation close the achievement gap for Hispanic American children.

Recommendation 1: Set new and high expectations across America for Hispanic

American children by: helping parents navigate the educational system, creating partnerships that can provide expanded options for children, and implementing a nationwide public awareness and motivation campaign aimed at increasing educational attainment and achieving the goal of a college education.

Recommendation 2: The Commission strongly supports full implementation and full enforcement of the *No Child Left Behind* Act. The Commission challenges the states and school districts to, within five years, increase the percentage of fourth graders reading at or above proficient on the National Assessment of Educational Progress by 30 percentage points and meet or exceed the annual measurable objectives defined in each respective state's accountability plan.

Recommendation 3: Reinforce a high-quality teaching profession by more fully preparing all teachers to address the diverse needs of their students, including Hispanics, those with disabilities and those with limited English proficiency, by attracting more Hispanics to the teaching profession, and by providing incentives and compensation for successful performance as evidenced by improved student achievement. Launch a national study of the curricula, practica, student teaching experiences and the models used to integrate these preparation formats employed by colleges of education to prepare educators for reading instruction of diverse children.

Recommendation 4: Initiate a new coherent and comprehensive research agenda on the educational development of Hispanic Americans across the educational spectrum from preschool through postsecondary.

Recommendation 5: Ensure full access for Hispanic American students to enter college and demand greater accountability in higher education for Hispanic graduation rates. Challenge the nation's postsecondary institutions to graduate 10 percent more Hispanic American students from colleges and universities each year, than are currently graduating, over the next decade. Urge institutions to explore the increased development of retention programs that would benefit Hispanic American students.

Recommendation 6: Increase the accountability and coordination of programs within the federal government to better serve Hispanic American children and their families.

Our urgent call to action requires that all of us dedicate ourselves to ensuring educational excellence for Hispanic Americans *now*. We sincerely hope that this report helps move America closer to that day when our Hispanic children are not at risk, but are instead pursuing their dreams and their opportunities.

9

I.

The Present Crisis

Although the Hispanic American population of the United States includes many distinct groups with different socioeconomic and educational backgrounds, one element remains constant: *We are losing Hispanic American students all along the education continuum.*

In its work over the past year, the Commission heard from more than 1,600 experts, parents, teachers, students, and business and community leaders about the present crisis in the education of Hispanic children and youth. Many of these witnesses told the Commission of manifold problems and issues:

- Low societal expectations for Hispanic children and youth.
- Weak early childhood cognitive development and limited early language development due to factors in a child's home such as poverty, high mobility, and limited parental time, resources and education.
- Lack of quality early childhood education opportunities.
- Limited parental and community engagement and choices.
- No accountability for results.
- Poor academic instruction, particularly in reading.
- Not enough attention to using scientific research to drive instruction.
- Teachers—and college faculty—who are poorly prepared to teach Hispanic students.
- Lack of resources in schools that have large enrollments of Hispanic children and youth.
- Analyses that do not distinguish among subgroups within the Hispanic American community.
- Lack of a federal research agenda that supports Hispanic students.

The Latinization of America

The 2000 Census reports that the Hispanic population has grown by nearly 60 percent since 1990, and that more than 80 percent of Hispanics reside in California, Texas, New York, Florida, Illinois, Arizona, New Jersey, New Mexico, Colorado and Nevada. In nearly every county for which the new census figures indicate an expanding population, the increase in Hispanic residents outpaces overall population growth. Aided by strong economic growth in the 1990s, Hispanic workers established themselves in communities ranging from Zebulon, N.C., to Dalton, Ga., to Lexington, Neb. This demographic shift indicates that it should no longer be assumed that Hispanics will remain concentrated in a handful of geographic locations within the United States.

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Income is directly proportional to educational attainment. According to the U.S. Department of Commerce, a college graduate is estimated to earn nearly $1 million more in income and benefits over a lifetime than a high school graduate. The professional degree premium is about $3.2 million more over a lifetime. [5]

Together, these factors contribute to the staggering dropout problem plaguing Hispanic students. Today, *one of every three* Hispanic Americans has dropped out of high school (see figure 1).

The high school completion rate for Hispanic citizens born in the United States is 81 percent, compared to 40 percent for foreign-born non-citizen Hispanics in the same age group (see figure 2). Mexican immigrants experience nearly twice the dropout rate (61 percent) of other Hispanic subgroups (see figure 3). This phenomenon is of special concern to the Commission given that Mexican immigrants constitute 54 percent of Hispanic immigrants and the largest segment of all immigrants in the United States.[1] Addressing the educational needs of this large immigrant group will have enormous implications for their children and subsequent generations.

Among the Hispanic Americans who do complete high school, 52.9 percent pursue a postsecondary education immediately after graduation as compared to 65.7 percent of non-Hispanic whites. [2]

Figure 1: High School Completion Rates for 18-24 year-olds by race/ethnicity 1972-2000

Year	1972	1980	1990	2000
Totals	82.8	83.9	85.6	86.5
White, non-Hispanic	86.0	87.5	89.6	91.8
Black, non-Hispanic	72.1	75.2	83.2	83.7
Hispanic	56.2	57.1	59.1	64.1

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, various years.

Implications for the Future

The present crisis not only threatens to leave behind yet another generation of Hispanic children and youth, it also will limit their mobility in the labor force. Moreover, it may threaten our country's ability to compete economically. As the fastest growing and youngest population group in the United States, Hispanic Americans will soon be the second largest segment of the labor force. However, the group's lagging rates of educational attainment limit their upward mobility. Recent data tell us this:

- Most Hispanics remain in low-skilled positions. Only 2 percent earn more than $75,000 a year, compared to nearly 11 percent of non-Hispanic whites. [3] In 2002, according to the U.S. Equal Employment Opportunity Commission, Hispanics accounted for 61 percent of employees in U.S. agricultural production. [4]
- Upward mobility of Hispanics into white-collar positions continues to lag behind the rest of the nation despite lower unemployment rates. For

Figure 2: High School Completion Rates for all Hispanic 25-29 year olds by citizenship. October 2000

Citizenship Status	High School Completion Rate
Born U.S. – Citizen	81.37%
Foreign Born – U.S. Citizen by Naturalization	70.00%
Foreign Born – Not a U.S. Citizen	40.25%

SOURCE: NCES

Figure 3: Educational Attainment by Hispanic Subgroup Aged 25 Years and Older (by percent)							
Educational Attainment/ Hispanic Subgroup	Mexican American	Mexican Immigrant	Puerto Rican	Cuban	Central or South American	Other Spanish	Non-Hispanic White
High School Dropout	30.96	61.14	35.18	28.79	35.71	27.47	11.30
Completed High School	33.72	21.30	27.89	36.35	29.27	30.70	33.31
Some College – No Degree	17.68	8.47	15.82	10.20	12.62	16.08	18.18
Associate Degree	6.81	3.07	7.25	6.50	5.11	7.29	8.63
Bachelor or Higher Degree	10.83	6.01	13.87	18.17	17.29	18.45	28.58
Total Percent	100%	100%	100%	100%	100%	100%	100%
Total Number	4,188,116	6,863,681	1,625,237	932,482	2,873,837	1,171,389	131,228,564

SOURCE: NCES: March 2001

instance, in 1998, 58.5 percent of all employees in the private sector held white-collar jobs, but only 37.5 percent of Hispanics held white-collar jobs. [6]

- While 41.5 percent of private sector employees are considered blue collar, 63.5 percent of Hispanics hold blue-collar jobs. [7]

If the employment picture does not change, the economic consequences of an uneducated work force will strain the economy of the United States. Hispanics are not maximizing their income potential or developing financial security. This leads to lost tax revenues, lower rates of consumer spending, reduced per capita savings and increased social costs. An uneducated work force will also have a substantial impact on important domestic programs such as Social Security. By 2050, Hispanic workers will make up nearly one-quarter of the working-age population, bearing enormous financial responsibility for supporting the Baby Boom generation's retirement. These factors will put an additional strain on the Social Security system. [8]

"Native born Latinos will account for 14 million new workers in the next 25 years. This is not a Hispanic issue. This question is about the future of the economy of the country as a whole."

ROBERTO SURO,

THE PEW HISPANIC CENTER

The Commission hopes that money spent on education is seen as an investment in our future. School improvement may be an expensive short-term investment, but the ultimate profit resulting from an educated Hispanic workforce is much greater.

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[1] U.S. Census Bureau, Profile of the Foreign-Born Population in the United States: 2000.

[2] U.S. Department of Education, National Center for Education Statistics. http://nces.ed.gov/programs/coe/2002/section3/tables/t20_1.asp

[3] Hispanic Population of the United States, Current Population Survey. March 2000, Detailed Tables *People Earnings.* http://www.census.gov/population/socdemo/hispanic/p20-535/tab11-1.txt

[4] The U.S. Equal Employment Opportunity Commission. *Job Patterns for Minorities and Women in Private Industry*, 2001. www.eeoc.gov/stats/jobpat/2001/index.html

[5] U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau, *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, July 2002, p. 4.

[6] The U.S. Equal Employment Opportunity Commission. *Job Patterns.*

[7] Ibid.

[8] *President's Commission to Strengthen Social Security,* Interim Report, August 2001, p. 8.

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II.

Set New and High Expectations Across America

Recommendation: Set new and high expectations across America for Hispanic American children by: helping parents navigate the educational system, creating partnerships that can provide expanded options for children, and implementing a nationwide public awareness and motivation campaign aimed at increasing educational attainment and achieving the goal of a college education.

The Commission believes that low expectations can become self-fulfilling prophecies. Teachers and parents' expectations have a long-term, pervasive influence on children. If we are to close the achievement gap for Hispanic American children and youth and facilitate their path to higher education, parent and teacher expectations must create an environment that fosters and promotes academic achievement. And, we must begin early in the preschool years, and follow through to the adolescent years and beyond.

To lift our nation's expectations for the educational success of Hispanic children and their families, the Commission offers three strategies.

STRATEGY 1
Increase parental knowledge in navigating the educational system through outreach with parent-teacher organizations, community groups and faith-based organizations.

Learning begins in the family. Family involvement in a child's education has been shown to be a better predictor of educational success than family income or parents' education level.[1] Parents who encourage their children to pursue academic interests or who aspire to further their own education have a powerful, positive influence on their children. Problems arise, however, when parents believe that they are incapable of meeting their child's educational needs or when parents feel their involvement is not welcome at their child's school. For Hispanic parents, these problems can be complicated by language and cultural differences and by unfamiliarity with the educational process. But parents can overcome these barriers if they are willing to try and if schools make a concerted effort to establish a climate where parents feel welcome.

It is not sufficient for information to be available to parents; schools and community organizations have a responsibility to do more. They must encourage parents to participate in activities and programs that will further their understanding of the different elements of their children's education. To ensure increased interaction between schools and parents, we encourage corporate and community organizations to create "parent academies" to increase parental knowledge of effective methods for the educational engagement of their children. These academies can be facilitated by neighborhood leaders who have been trained by school or non-profit personnel.

The need for parental involvement increases as students and their families are provided more options, such as those offered by the *No Child Left Behind* Act. Under NCLB, disadvantaged children in schools needing improvement will be allowed to transfer to a different public school. They will also

"Children speak English at schools, some Spanish at home but the problem is parents can't help their children because they don't speak English... do something for parent[s] that only speak Spanish."

FR. CELSO MARQUEZ, CATHOLIC PRIEST

HUNTINGTON PARK, CA

JULY 15, 2002

be eligible for supplemental tutoring services. Hispanic American parents with children in poor-performing public schools must have a legitimate opportunity to exercise these options under NCLB. Due to a variety of possible factors, including state and local administrative delays or political resistance to the law, parents may not have the opportunity to secure these important learning options.[2] In states where supplemental services or better public school choices are, for any reason, unavailable to Hispanic American parents, the U.S. Department of Education should, in cooperation with the appropriate non-governmental organizations, stimulate parent consideration and discussion of recent studies that conclude that providing parents with the publicly funded option to send their children to the public or private schools of their choice actually improves public school education.[3] Under NCLB, the states and school districts have a responsibility to provide supplemental services and choice provisions to parents and children in low-performing schools.

It is also imperative that parents receive information about their rights regarding options for English-language instruction under NCLB. Not only do parents now have the right to elect which English-language acquisition program their child is enrolled in when there is more than one option available, but they are also able to remove their child from a program designed for limited English-proficient children if they so choose. For Hispanic parents, this requires becoming educated about the rights they are afforded under NCLB and making a commitment to be advocates for their children, whether or not they are Spanish-speaking.

Schools must also do their part to provide a detailed explanation of the curriculum used to teach all students, including the nation's almost five million English-language learners (up dramatically in 2000–2001 from 2.1 million in 1990–1991).[4] Parents should be made aware of the reasons why a certain method was chosen over others, what the benefits are for their children, how it will meet the students' specific needs, and what research indicates about effective methodology.

STRATEGY 2

Create partnerships among students, parents, educators, faith-based organizations and communities that can provide expanded options for the education of children. Examine the obstacles to success that community and faith-based organizations encounter and how these partnerships may be fostered and facilitated. Devise a strategy for highlighting and adopting effective and successful community partnership models.

Many community and faith-based organizations, non-profits, foundations and corporations are working diligently with children from a variety of different backgrounds and socioeconomic conditions to close the achievement gap. Some are having success and effectively complement schools in many communities. Engaged community stakeholders who foster a supportive and nurturing environment create a cycle from which everyone benefits.

As the Commission traveled throughout the country, it met and heard from people involved in community organizations at many levels and in various capacities. America's Promise, the East Los Angeles Community Union (TELACU), Engaging Latino Communities for Education (ENLACE), and small groups of volunteers like those who run the Star

House program in Atlanta, Ga., all find innovative ways to help Hispanic students and families. Thanks to foundation and corporate support, programs like these have the resources to undertake a more comprehensive approach in reaching out to students, families and communities. Whether a program's goal is to help veterans learn to read and find employment or to facilitate the transition of Spanish-speaking students into the American educational system, these groups have had a dramatic effect on those involved.

"As a community leader dedicated to rebuilding the inner-cities of America through economic development, it is a common misconception that financial resources alone can transform underserved communities. The most precious resource within any community is its human capital, the living, breathing, creative resource that can overcome any obstacle. Human capital is nothing more than mere horsepower unless it is harnessed to the power of education. An education provides the tools necessary for any community to become greater than the sum of its parts. An education provides people with the tools for prosperity; the access point for all Americans to build their own American Dream."

DAVID C. LIZARRAGA, CHAIRMAN & CEO, TELACU

Often, the greatest impediment to creating meaningful community partnerships for parents is the unlevel playing field that exists in public funding of faith-based and community initiatives in the fields of education, housing, job training, health and other social services.[5] In light of the fact that, historically, religion and community have played such an important and overwhelmingly positive role in the lives of Hispanic American families, all federal agencies should aggressively adhere to the dictates of President Bush's Executive Order, *Equal Protection of the Laws for Faith-based and Community Organizations*.[6] Compliance with this Executive Order will ensure that faith-based organizations and community initiatives will have equal access to federal, state and local funds for the implementation of compassionate and effective solutions to the educational and other foundational needs of Hispanic American families.

The Commission encourages businesses and foundations to target their philanthropic dollars toward concrete goals related to improving student achievement for Hispanic Americans. These entities can partner with local and state governments and research organizations to discover what works for improving academic performance for Hispanic students, disseminate that information to schools and communities, and implement appropriate programs based on these findings. For example, a business or

foundation could partner with a state or local government to print and distribute materials on scientifically based reading instruction to school districts.

Businesses and foundations are also encouraged to incorporate accountability measures into their philanthropy to ensure that their dollars are used efficiently and to clearly show that the academic performance of Hispanic students is increased directly as a result of their program or initiative. Business leaders recognize their obvious stake in a well-educated workforce and can use their influence to be advocates for Hispanic education efforts. Businesses also make it a practice to find the most effective methods for reaching a certain goal and then repeating those best methods. Thus, businesses are in a position to use their stature in the community to transfer that attitude and mode of operation into the public school system.

A promising program that demonstrates proactive participation in educational issues from corporate America is W. K. Kellogg Foundation's Engaging Latino Communities in Education (ENLACE). This initiative, which seeks increasing opportunities for Hispanic children and youth to prepare for, pursue and succeed in postsecondary education, operates in six key geographic areas in the United States with significant Hispanic populations: Arizona/New Mexico/Colorado, California, Florida, Michigan/Illinois, New York and Texas. The program presents an ambitious model for university-community collaboration.

Through ENLACE, the W. K. Kellogg Foundation focuses its efforts on Hispanic access to and success in college by:

- Strengthening selected Hispanic-serving institutions, public schools and community-based organizations (CBOs) to serve as catalysts and models for systemic change in education.
- Supporting higher education/community partnerships that increase community involvement and academic success among Hispanic students.
- Supporting the creation and/or implementation of education models based on research-proven best practices that increase high school retention and college enrollment and improve students' academic performance and graduation rates.
- Facilitating the expansion and sustainability of successful academic enrichment and community engagement programs through strategic planning, networking, leadership development and policy efforts.
- Disseminating to key stakeholders within Hispanic communities information about effective programs, models and educational strategies in order to stimulate changes in policies and practices related to the education of Hispanics.

Working collaboratively with, among others, K-16 educators and administrators, CBOs, and businesses, ENLACE partners designed strategies aimed at increasing the academic achievement of Hispanic students by engaging in a planning process that included local audiences/stakeholders with a vested interest in the work of ENLACE.

Based on research-proven strategies and promising educational practices, each project funded under the ENLACE Initiative is free to implement activities, design operating procedures and specify outcome targets specific to the academic, social, educational and cultural expectations and needs of the communities it serves. This initiative has built standards-based accountability measures into the program with cluster evaluations conducted by the National Council for Community and Education Partnerships (NCCEP), an external evaluator that assesses program effectiveness and outcomes. The cluster evaluation results of the different grantees are used to develop policy and the dissemination of effective practices.

Finally, to equip all educators and partners with effective strategies, the Commission encourages the U.S. Department of Education, through its What Works Clearinghouse, to create a bilingual repository of best practices that would benefit Hispanic students. The What Works Clearinghouse will summarize evidence on the effectiveness of different programs, products and strategies intended to enhance academic achievement and other important educational outcomes. It will help provide education decision makers with the information they need to make choices guided by the best available scientific research. The use of research-proven strategies based on sound scientific evidence is one of the key principles of *No Child Left Behind.*

STRATEGY 3

Influence expectations by implementing a nationwide motivation campaign intended to change attitudes, intentions and behavior toward increasing Hispanic educational attainment at every step of the way: pre-K, elementary, secondary and postsecondary education.

The Commission recommends the development and implementation of a national public awareness campaign to set new and high expectations for the education of Hispanic American children. Most public service campaigns are launched at a time when national concern about a crisis is at its peak. With the unprecedented growth of the Hispanic community in both traditional and nontraditional neighborhoods across the United States, more communities are concerned about the potential social and economic consequences of perpetuating an uneducated Hispanic workforce. Given the present crisis in educating Hispanic children and the new requirements set by *No Child Left Behind*, we should not underestimate the ability of a national public awareness campaign to set high expectations and change behaviors among Hispanic children, their families and educators through the use of persuasive communications techniques.

"Every day I witness the lack of motivation of children and teens who, not having anything to do, little by little are losing interest in moving forward."

MARIA LUZ,
STUDENT AND MOTHER OF THREE CHILDREN
LOS ANGELES TOWN HALL,
JULY 15, 2002

"Diariamente vivo en carne propia el desaliento de los niños y jovenes, que no tienen nada que hacer, y poco a poco van perdiendo el interés por seguir adelante."

MARIA LUZ, ESTUDIANTE Y
MADRE DE TRES HIJOS
REUNIÓN COMUNITARIA DE LOS ANGELES,
EL 15 DE JULIO DE 2002

The campaign should target culturally and linguistically appro-

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priate messages, using trusted and valued strategies that deliver results in select markets. This includes monolingual Spanish, bilingual (Spanish/English) and monolingual English constituencies at various levels of acculturation and socioeconomic status. The content for the national campaign should encompass four key components of educational development: early childhood, elementary and secondary education, and post-secondary education. The implicit common theme for all messages should be "higher expectations." The campaign could center around a sharply focused theme, as did former First Lady Nancy Reagan's anti-drug crusade, *Just say no*, or offer a multidimensional creative platform with multiple messages similar to the campaign of the Partnership for a Drug-Free America.

The Commission has already seen successful components of public awareness campaigns through its one-year pilot program Yes I Can!/*Yo Si Puedo!* In the fall of 2001, the White House Initiative on Educational Excellence for Hispanic Americans developed the framework for Yes I Can!/*Yo Si Puedo!* The purpose of the campaign was to 1) measure the effectiveness of an educational marketing campaign aimed at diverse Hispanic test markets and 2) evaluate the relationship between educational attainment and Hispanic ethnic groups' acculturation level, language preference and socioeconomic status.

This limited pilot campaign consisted of the development and launching of a new and exciting bilingual Web site, YesICan.gov/*YoSiPuedo.gov*, that provides parents with a one-stop information center about education. The Web site represents a

nationwide grassroots effort with community technology centers, and it includes public service announcements with the Hispanic Broadcasting Corporation, the country's largest Spanish radio network, to make these tools available to parents, educators and community leaders. In the first six months of the campaign, the Web site received more than 250,000 visitors, with more than 1,000,000 page views. Interest in the program has been further evidenced by a 409 percent increase in Hispanic customer requests to the U.S. Department of Education. Based on the overall positive responses to YesICan.gov/*YoSiPuedo.gov*, the Commission recommends that a full-scale advertising campaign be undertaken, parallel to the campaign waged some years ago by the Ad Council and the United Negro College Fund, "A Mind is a Terrible Thing to Waste." Among the options that may be explored for funding this campaign are public/private partnerships.

Finally, the campaign should incorporate baseline and consumer research data on the condition of Hispanics in education and on Hispanic cultural behaviors, perceptions, and motivations as well as the barriers faced within the community. Additionally, a comprehensive understanding of those who can influence the awareness and behavior of Hispanic parents is important. This understanding will facilitate the development of messages, strategies and tactics that resonate with Hispanic constituents and their communities. Just as significant is the understanding of proven educational methods and/or curricula that contribute to success in learning. The campaign must also encompass ways to build public-private partnerships and engage the community at large to develop opportunities for positive learning experiences. Once the campaign is developed, it should include an evaluation component to assess its effectiveness.

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[1] U.S. Department of Education. *Helping Hispanic Students Reach High Academic Standards*, by Lisa Weiner, Mary Leighton, and Janie Funkhouser. (Washington, D.C.: 2001) p. 69.

[2] Erik W. Robelen, "States Suffer Halting Start on Tutoring." *Education Week*, September 25, 2002.

[3] Jay P. Greene and Greg Forster, "Rising to the Challenge: The Effect of School Choice on Public Schools in Milwaukee and San Antonio," The Manhattan Institute for Policy Research, January 13, 2003, http://www.manhattan-institute.org/html/cb_27.htm; Jay P. Greene, "Choice Helps Public Schools," *New York Sun*, January 14, 2003, http://www.manhattan-institute.org/html/_nys-choice_ helps.htm

[4] Anneka L. Kindler, Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students. Survey of the States' *Limited English Proficient Students and Available Educational Programs and Services 2000–2001 Summary Report.* The George Washington University, National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs, October 2002, p. 3.

[5] "Unlevel Playing Field: Barriers to Participation by Faith-Based and Community Organizations in Federal Social Service Programs," White House Office of Faith-Based and Community Initiatives, August, 2001, http://www.whitehouse.gov/news/releases/2001/08/unlevelfield.html

[6] George W. Bush, "Executive Order: Equal Protection of the Laws for Faith-based and Community Organizations," The White House, December 12, 2002, http://www.whitehouse.gov/news/releases/2002/12/20021212-6.html

III.

Support *No Child Left Behind*

Recommendation: The Commission strongly supports full implementation and full enforcement of the *No Child Left Behind* Act. The Commission challenges the states and school districts to, within five years, increase the percentage of fourth graders reading at or above proficient on the National Assessment of Educational Progress (NAEP) by 30 percentage points and meet or exceed the annual measurable objectives defined in each respective state's accountability plan.

The Commission used the four key elements of the *No Child Left Behind Act of 2001*—accountability for results, state and local flexibility, focusing resources on proven educational methods and expanding choices for parents—as the criteria by which it evaluated the education of Hispanic children and youth. Three strategies emerged to support the Commission's strong recommendation to expedite full implementation and full enforcement of *No Child Left Behind.*

"What doesn't vary is the premise that student achievement is not negotiable and excuses are not accepted."

JUST FOR THE KIDS, PROMISING PRACTICES STUDY OF HIGH-PERFORMING SCHOOLS.

STRATEGY 1
The Commission supports federal, state and local efforts to fully implement and rigorously enforce NCLB.

The Commission supports the implementation and strict enforcement of NCLB. If the law is not fully implemented and enforced, Hispanic children will be among the first to be left behind.

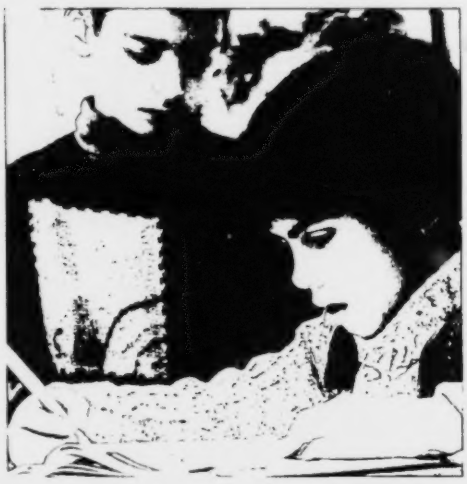
While Hispanic children have, in many cases, been historically underserved within the educational system, *No Child Left Behind* serves as an unprecedented opportunity for Hispanics to secure those resources and options that will prepare them, and thus empower them, to close the academic achievement gap. The importance of establishing adequate yearly progress (AYP) cannot be understated or diminished. It is only through the institution of a bar for measurement of progress that we can ensure that the educational needs of our Hispanic children are met. By annual testing of students in reading and mathematics in grades 3 through 8, disaggregated data will be available by socioeconomic status, race and ethnicity, disability and English proficiency. Test results from all subgroups will be invaluable for the development and implementation of strategies targeted towards the preparation of teachers and students. It will also help in the development of appropriate education interventions for Hispanic American children.
Fundamental to academic success is the acquisition of English for the almost five million English-language learners (of these 3,900,000 are Spanish speakers). For the first time since the establishment of the Office of Bilingual Education and Minority Language Affairs (OBEMLA), now Office of English Language Acquisition (OELA), students whose first

language is not English will be assessed yearly for English-language acquisition. NCLB does not prescribe a specific method of instruction but demands results. Parents of English-language learners have the same options that other parents have when schools fail to teach their children English.

STRATEGY 2

Ensure that Hispanic families receive culturally appropriate information, guidance and tools that stress the importance of early childhood development and early childhood reading skills, and reinforce the continued expansion of reading ability during the early grades.

Scientific research has demonstrated that learning to read is not a natural process. Rather, reading is a complex skill that children in schools need systematic instruction to acquire. When provided with such instruction, most children become successful readers. Unfortunately, too many children are not afforded the opportunity they need to develop this essential ability. Numerous studies show that children from low-income families are substantially behind their more affluent peers in the basic components of literacy development before they enter school. For instance, the typical child who enters Head Start as a four-year-old is able to name no more than one or two letters and cannot write a single letter of the alphabet. Despite efforts to prepare this child for kindergarten, the same child may leave Head Start a year later without significant progress in letter knowledge. Not surprisingly, the weaknesses in the pre-reading and vocabulary skills evidenced by preschoolers from low-income backgrounds are mirrored in their lack of exposure to experiences that support the development of these skills. Numerous studies have documented differences between low-income and other children: the presence of children's books in the home, the frequency of book reading with adults, and the quality of language interactions between children and parents.



The Commission shares a concern about children entering school with pre-reading and language skills far behind their peers, even in their native language. NCLB includes a comprehensive reading effort called Reading First. This $1.05 billion state grant program promotes the use of scientifically based research to provide high-quality reading instruction for grades K-3 to help every student in every state become a successful reader.

The crucial importance of acquisition of pre-reading and vocabulary skills as a foundation for future academic success has been well documented. It is of the utmost importance to focus on these skills of Hispanic children, for they will allow children to begin school prepared to learn and will affect their future academic experiences. The Commission advocates the Early Reading First program, an NCLB initiative designed to provide high-quality, early education to young children, especially those from low-income families. The critical importance of the overall purpose of this program, "to prepare young children to enter kindergarten with the necessary language, cognitive and early reading skills to prevent reading difficulties and ensure school success,"[1] cannot be overstated.

The Commission challenges the states and school districts to, within five years, increase the percent-

age of fourth graders reading at or above proficient by 30 percentage points and to meet or exceed the annual measurable objectives defined in each respective state's accountability plan. To accomplish this challenging task, information on promising practices and program models is essential. The Commission believes that a coordinated effort is needed to develop this information across federal agencies, such as the Institute of Education Science (IES) and other offices of the Department of Education such as the offices of Special Education and Rehabilitation Services (OSERS), English Language Acquisition (OELA) and Elementary and Secondary Education (OESE), as well as the National Institute of Child Health and Human Development (NICHD) and possibly other agencies.

"I came to the United States three years ago. I learned English pretty fast; however, I did not give my best in school the last two years. I have a little sister; she is 12 years old and she is now in middle school. I don't want her to have the same experience I have had while in high school. So I would like some information on how I can help her with her studies and with her goals before it is too late."

IRIS VILLATORO, 17

WEBVISITOR: JANUARY 11, 2003

SAN PEDRO HIGH SCHOOL, CALIFORNIA

In 1999, average NAEP scores for Hispanics were consistently below those of non-Hispanic whites. Hispanic 9-year-olds performed 13 percent below non-Hispanic whites, and 13- and 17-year-olds performed 9 and 8 percent respectively below their non-Hispanic peers.[2] The 2000 NAEP test results indicate that there has been no overall change in reading scores of all fourth graders from 1992 to 2000. The level of fourth graders reading at or above proficient has been increasing, but on a very slow progression from 29 percent in 1992 to 30 percent in 1994, 31 percent in 1998 and 32 percent in 2000, while the majority of fourth graders (63 percent) are reading at or above the basic reading level. However, by 2013-2014, states are required to achieve 100 percent proficiency on reading assessments. For states to meet this goal, they will have to focus their energy on Hispanic children.

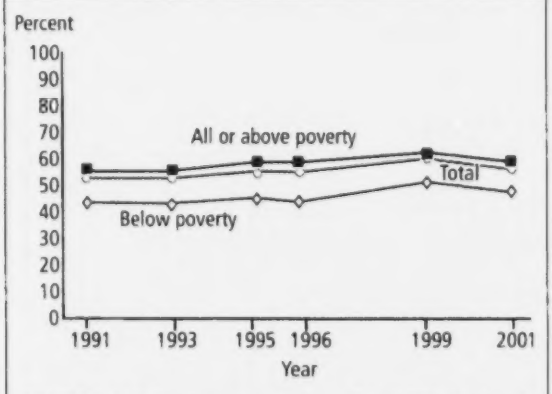
Efforts are also required to ensure access for Hispanic children in early childhood programs. These programs can be a determinant factor in increased success in elementary education. Children who do not attend high-quality, effective early intervention programs are at a distinct disadvantage in their ability to enter into elementary school with acquired learning skills. Data show that Hispanic children are enrolled in early childhood development programs with less frequency than non-Hispanic white or African American children.[3] Among the reasons found to influence Hispanic mothers to not enroll their children in early childhood programs is an increased preference for having the mother provide child care directly at home, or a reluctance to turn over the care of their child to someone who is not a relative.[4]

Nearly three-quarters of entering kindergartners from African American or Hispanic families have one or more risk factors,[5] compared with 20 percent of those from non-Hispanic white families. "The proportion of children with two or more risk factors is five times larger among Hispanics (33 percent) and four times larger among African Americans (27 percent) than among non-Hispanic whites (6 percent)."[6] The presence of these risk factors has a negative impact on a child's ability to experience educational success shortly after entering school.[7] Although conclusive disaggregated data are not available, these facts suggest the need for increased participation of Hispanics in early childhood programs that can ameliorate risk factors.

Poverty status also is a determinant factor for participation in these programs. Families below the federal poverty level are less likely to participate in preprimary education programs than those families at or above poverty level. (See figure 4 below.)[8] This is particularly relevant for the Hispanic community. According to the 2001 U.S. Census, 21.4 percent of Hispanics live below the federal poverty level, compared to 22.7 percent of African Americans and 9.9 percent of non-Hispanic whites.[9]

The White House Summit on Early Childhood Cognitive Development (July 2001), an initiative of Mrs. Laura Bush, helped to synthesize information about the need for parental and adult involvement in the early development of children's cognitive skills, as a precursor to subsequent educational attainment and success. As G. Reid Lyon, chief, Child Development and Behavior Branch, National Institutes of Health, noted in his closing comments at the summit: "The most vulnerable of our children are those born into poverty. These children are more likely to enter school with limited vocabularies, meager early literacy and other pre-academic concepts, and a motivation to learn."[10]

Figure 4: Enrollment in Preprimary Education: Percentage of Children Ages 3-5 Who Were Enrolled in Center-Based Early Childhood Care and Education Programs, by Poverty Status: Selected Years 1991–2001



SOURCE: U.S. Department of Education, NCES, National Household Education Surveys Program (NHES), and "Parent Interview."

STRATEGY 3
Decrease school attrition.

The Commission is concerned about the unacceptably high dropout rate in secondary education for Hispanic students. According to the NCES,[11] in 2000 Hispanics comprised the highest percent of high school status dropouts[12] (27.8 percent, compared to 13.1 percent for African Americans, 6.9 percent for non-Hispanic whites, and 10.9 percent for the national average). Immediate, effective intervention strategies are needed. When examining the high dropout rate among Hispanics, differences that exist between native born and foreign-born Hispanics should be considered. Only when these differences are disaggregated, collected, analyzed and understood can appropriate prevention strategies be developed and resources allocated to maximize their effectiveness.

Hispanics have the lowest high school completion rate in the United States. In 2000, only 64.1 percent of all Hispanic 18- to 24-year-olds had completed secondary education, compared to 91.8 percent of non-Hispanic whites, 83.7 percent of African Americans, and 94.6 percent of Asians.[13] "Among Hispanic 16- to 24-year-olds who were born outside the United States, the dropout rate of 44 percent in 2000 was more than double the rates for first- or later-generation Hispanic young adults born in the United States (15 percent and 16 percent, respectively)."[14]

The age at which Hispanic immigrants arrive in this country has an impact on the data that have been compiled on Hispanic educational attainment. Many of these immigrants arrive in the United States as young adults and do not enroll in high school.[15] Of those who do enroll, the high school dropout rate is much higher than it is for native-born U.S. Hispanics.[16] Hispanic immigrant youth are seven times more likely to drop out than their native-born peers, and 30 percent live in poverty—more than twice as many as non-Hispanic white

children. Thus, while the high dropout rate for Hispanics in 2000 (28 percent) is partly attributable to the markedly higher dropout rates among Hispanic immigrants, even among U.S.-born Hispanics, the rate is unacceptably high.[17]

"[Our children's] interests aren't in school. They think it's easy to go out and get a job. That's a big problem nowadays."

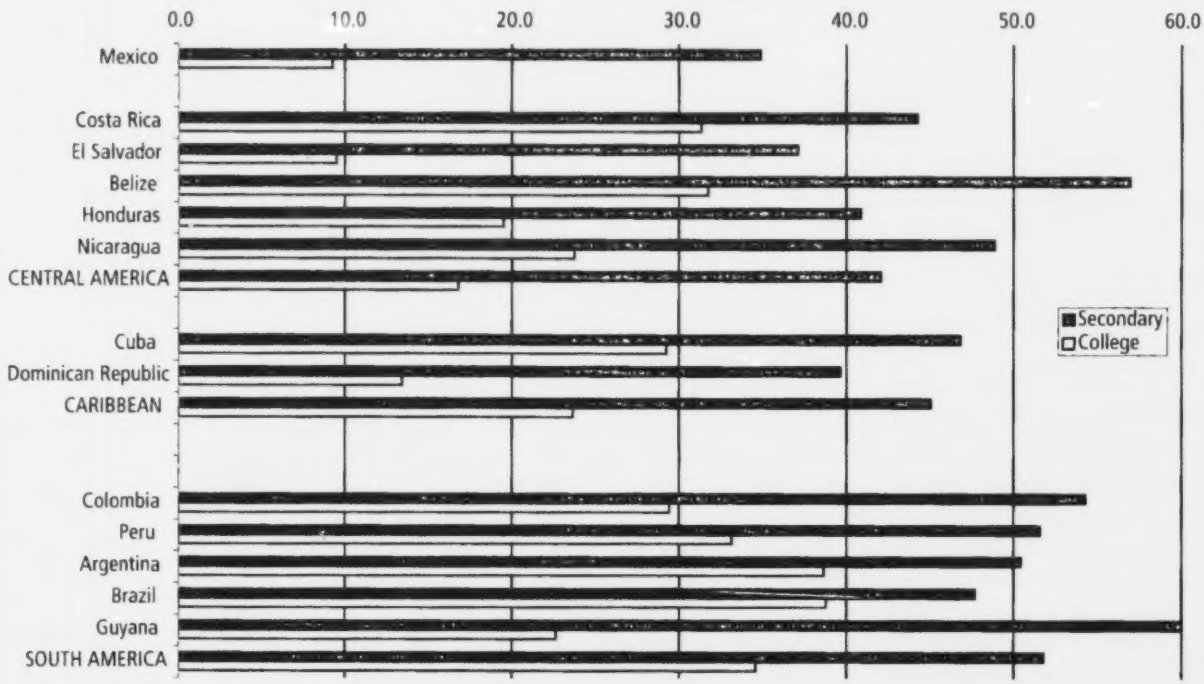
LILA HERNANDEZ, MOTHER OF THREE

LAS VEGAS, NV

Data demonstrate that typically Mexican and Central American immigrants are less educated upon arrival in the United States than those from the Caribbean and South America, as shown in figure 5. On both secondary and postsecondary completion, the lowest levels were found among immigrants from Mexico.[18] This is significant given the fact that more than one million school-age children in the United States were born in Mexico and that these children account for 36 percent of all school-age immigrants to the United States. According to a 2001 analysis by the Washington-based Urban Institute, their numbers increased from about 15 percent in 1970 to the current 36 percent.[19] This increase may be masking progress in educational attainment of Hispanics and must be given due consideration.[20] The degree to which this is an influencing factor must be investigated and addressed to develop and implement strategies that are appropriate to each group.

The dropout problem, pervasive in the Hispanic community, is aggravated in the case of migrant students. The majority of migrant students in 1998–1999 were Hispanic (86 percent): 52 percent were in elementary grades (K-6), 30 percent in secondary grades (7–12), and 13 percent in preschool

Figure 5: Level of Education Completed for Selected Latino Immigrant Origins



SOURCE: The Improving Educational Profile of Latino Immigrants, Pew Hispanic Center, 2002.

(the remainder were "ungraded or received out-of-school services").[21] These students face daunting challenges and are often at risk of educational failure because of language barriers, poverty and educational disruptions that result from repeated moves and irregular attendance. These frequent moves often leave schools unaware of their students' status and also disrupt the educational process for the student, who faces challenges in meeting academic standards. This high student mobility also results in lower participation in state assessments.[22]

Intervention strategies do not exist in a vacuum and are never "one size fits all." The diversity within the Hispanic community requires equally diverse solutions that can specifically focus on and target the problems faced by the different groups of Hispanic students. Effective and appropriate educational instruction and intervention are a major part of decreasing these problems, but further research is needed to investigate optimal approaches and to develop and test new, creative strategies. The Commission's recommendations for a new federal research agenda to address the challenges facing Hispanic students recognize these needs (see section V).

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[1] U.S. Department of Education. Early Reading First. www.ed.gov/offices/OESE/earlyreading/aboutus.html

[2] U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Status and Trends in the Education of Hispanics*, Washington, D.C.: 2002, p. 31.

[3] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2002*, NCES 2002-025. (Washington, D.C.: U.S. Government Printing Office, 2002) p. 43.

[4] Wendy Schwartz, *Hispanic Preschool Education: An Important Opportunity*. An ERIC Digest from the ERIC Clearinghouse on Urban Education. ERIC No: ED405398, pp. 1-7.

[5] Risk factors are defined as: living in a single-parent family; having a mother with less than a high school education; being from a family which has received welfare or food stamps, and; having a parent whose primary language is something other than English.

[6] U.S. Department of Education, National Center for Education Statistics, *Entering Kindergarten: A Portrait of American Children When They Begin School: Findings from the Condition of Education 2000*, Nicholas Zill and Jerry West, NCES 2001-035. (Washington, D.C.: 2001), p. 18.

[7] "Nearly half of those with multiple risk factors score in the bottom quartile in early reading and mathematics skills, and general knowledge." Ibid., p. 19.

[8] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2002*, NCES 2002-025. Washington, D.C., 2002, p. 43.

[9] Bernadette D. Proctor and Joseph Dalaker, U.S. Census Bureau, Current Population Reports, pp. 60-219, *Poverty in the United States: 2001.* (Washington, D.C.: U.S. Government Printing Office, 2002).

[10] http://www.ed.gov/PressReleases/07-2001/07272001-lyon.html

[11] U.S. Department of Education, National Center for Education Statistics. Digest of Education Statistics, 2001. http://nces.ed.gov/pubs2002/digest2001/tables/dt108.asp.

[12] The status dropout rate represents the proportion of young people, ages 16 through 24, who are out of school and who have not earned a high school credential.

[13] U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 2002. http://nces.ed.gov/pubs2002/droppub_2001/*

[14] U.S. Department of Commerce, Bureau of the Census, October Population Surveys, 1972–2000; *The Condition of Education 2002*, U.S. Department of Education National Center for Education Statistics. NCES 2002-025. p. 73.

[15] "Data from 1995 show that 62.5 percent of foreign-born Hispanic youths who were dropouts had never enrolled in a U.S. school, and 79.8 percent of these young adults were reported as speaking English either not well or not at all." U.S. Department of Education, National Center for Education Statistics, Dropout Rates.

[16] B. Lindsay Lowell and Roberto Suro, *The Improving Educational Profile of Latino Immigrants*, Pew Hispanic Center, December 4, 2002, p. 15.

[17] U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Status and Trends in the Education of Hispanics.* (Washington, D.C.) 2002, p. 26.

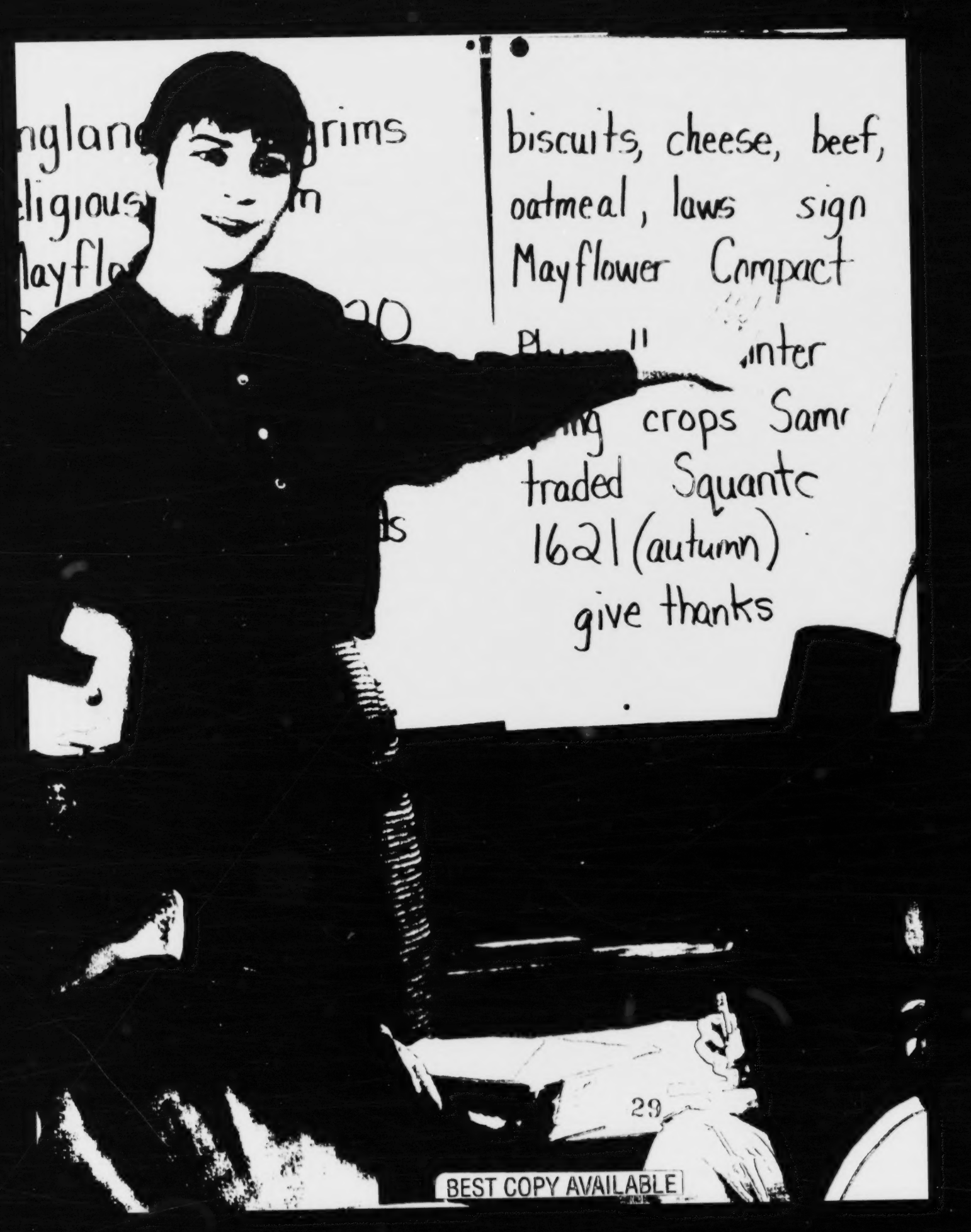
[18] B. Lindsay Lowell and Roberto Suro, The Improving Educational Profile of Latino Immigrants, p. 10.

[19] Mary Ann Zehr, "Educating Mexico," *Education Week*, March 20, 2002. http://www.edweek.org

[20] *Reaching The Top, A Report of the National Task Force on Minority High Achievement*, The College Board, 1999, p. 6.

[21] U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service, Elementary and Secondary Education Division, The Same Standards for Migrant Students: Holding Title I Schools Accountable. Volume II: Measurement of Migrant Student Educational Achievement: Final Report. (Washington, D.C.: 2002), p. 6.

[22] Ibid. p.10.



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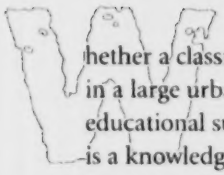
IV.

Reinforce and Expand a High-Quality Teaching Profession

Recommendation: Reinforce a high-quality teaching profession by more fully preparing all teachers to address the diverse needs of their students, including Hispanics, those with disabilities and those with limited English proficiency, by attracting more Hispanics to the teaching profession, and by providing incentives and compensation for successful performance as evidenced by improved student achievement. Launch a national study of the curricula, practica, student teaching experiences and the models used to integrate these preparation formats employed by colleges of education to prepare educators for reading instruction of diverse children.



Whether a classroom is in a one-room schoolhouse or in a large urban school, an essential ingredient for educational success and robust student achievement is a knowledgeable and dedicated teacher. U.S. Secretary of Education Rod Paige recently said, "Our new education reforms ask a lot of America's teachers—and we owe them something in return. We owe them our respect. We owe them our support. And, we owe them the training and the tools to succeed."[1]

Consequently, a requirement of the *No Child Left Behind* Act is that every state must ensure that there is a qualified teacher in every classroom by the 2005–2006 school year. Every child deserves highly qualified teachers, but too often the least experienced and least qualified teach minority and low-income students. Both the teacher's academic preparation and his or her expectations for each child play an extremely important role in the opportunities for success that children find in the classroom. When teachers have high expectations for every student, we believe all Hispanic students can make significant gains.

Solid research underscores the importance of good teachers and their ability to influence high achievement in students from all walks of life. For example, value-added studies on the effect of teacher quality on mathematics achievement have found that children assigned to three effective teachers in a row scored at the 83rd percentile at the end of the 5th grade, while children assigned to three ineffective teachers in a row scored at the 29th percentile.[2] There is little disagreement about what needs to be done, but how to achieve it is the major question. Teacher preparation and continuing professional development, based upon what scientific research tells us about teaching and learning, are important to answering this question.

The Commission recommends four strategies for reinforcing and expanding high-quality teaching.

STRATEGY 1

Encourage colleges of education and school districts to undertake two critical missions: First, ensure high-quality teacher preparation that prepares teachers for their role as educators of Hispanic children. Second, develop measurement and accountability systems to ensure teacher quality is linked directly to student achievement.

While states and educational organizations have started to pursue different strategies to recruit and

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prepare highly qualified individuals to teach in our nation's classrooms, more help is needed. Through NCLB, states and local school districts have access to funding to support both traditional and new preparation and professional development strategies to help meet new teacher-quality requirements. Yet, much of the foundation for the preparation of highly qualified teachers rests in the depth of the knowledge prospective teachers receive in their undergraduate and graduate training, and this must be improved and linked directly to student achievement.

A critical requirement for middle and high school teachers to be considered highly qualified, as noted earlier, is a demonstrated knowledge of the subjects they are teaching. Having a thorough command of the subject matter that they are teaching will increase teachers' ability to develop effective programs of instruction that will meet the diverse needs of their students.[3] Elementary-grade teachers must also be well versed in specific areas of learning. This is especially true for those subject areas that are critical to all student academic success, such as reading/language arts, science and mathematics.

Teachers need substantive preparation with techniques and strategies that will maximize their teaching effectiveness. Those who understand the cultures of the children they teach can be more effective. Unfortunately, few teachers, including many of those who work in schools with a high proportion of Hispanic and/or English-language learning students, are adequately prepared to meet the challenge of

instructing children of a culture different from their own. It is not simply a question of cultural sensitivity, although this factor has been found to play an important role in the education of culturally diverse groups of students.[4] "In Title I schools with medium or high numbers of migrant students, 65 percent of the teachers reported receiving no professional development in instructional strategies specifically aimed at teaching migrant students."[5] In 1999–2000, of the nearly three million public school teachers, 41.2 percent taught limited English-proficient students (now referred to as English-language learners); of these, only 12.5 percent had eight or more hours of training in the last three years on how to teach these students.[6] In response, we call for an enhanced awareness of the need for the inclusion of language and cultural information in teacher preparation. In addition, some means of assessing and documenting teacher preparedness to teach Hispanic children effectively must be developed and implemented, with a supportive approach to augment skills in the areas for which they are unprepared.

STRATEGY 2

Colleges/schools of education and school districts should be encouraged to recruit, prepare, reward and retain more Hispanic American teachers.

The nation is experiencing a teacher shortage that is expected to reach critical levels in the near future,[7] due in great part to an expected wave of teacher retirements.[8] Over the next decade, school districts across America will need to hire 2.2 million additional teachers.

States and school districts will face two daunting challenges in hiring teachers: attracting more people to the profession while ensuring their excellence as teachers through high-quality preparation and professional development. For more people to enter the field and stay in the field, we must ensure they are well prepared to enable their students to succeed. According to a U.S. Department of Education survey, 44 percent of current teachers feel "very well prepared" to implement curriculum and performance standards, and only 27 percent feel prepared to meet the needs of English-language learners.[9]

"Almost a quarter of secondary school students (22 percent) take at least one class with a teacher who did not even minor in the subject he or she teaches,[10] and secondary students in high-poverty schools are twice as likely as those in low-poverty schools (26 percent versus 13 percent) to have a teacher who is not certified in the subject taught."[11] Likewise, "an estimated one-third of teachers are assigned at least one class a day for which they lack subject-matter proficiency," a situation most prevalent in high-poverty urban and rural areas,[12] where a significant portion of Hispanics live and go to school.

The ethnic and cultural diversity of our educator work force does not reflect the growth in diversity of the student population.[13] "Minority teachers are only 13 percent of the total teacher work force."[14] Of public school teachers in 1993–94, only 4.1 percent were Hispanic.[15] Unfortunately, this dearth of Hispanic teachers is also present in higher education where, in 1999, "Hispanics comprised only 3 percent of all faculty in degree-granting institutions."[16]

In July 2002, the President's Commission on Excellence in Special Education delivered to the President its report, *A New Era: Revitalizing Special Education for Children and Their Families.* It recommended states and districts devise new strategies to recruit, train and retain more highly qualified teachers. The report also noted that despite the increasing diversity of students in U.S. schools, the proportion of minority teachers is decreasing. The report emphasizes the importance of role models from a student's own culture and racial or ethnic background, as has this Commission. We are also particularly concerned that many teachers lack the training to effectively identify and instruct these

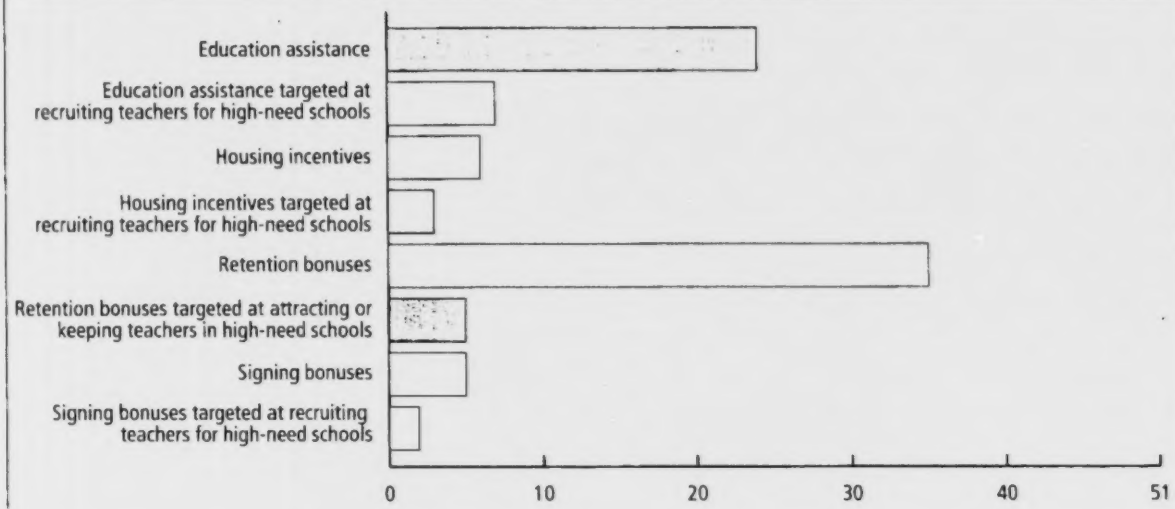
Hispanic children who have disabilities. The federal research agenda this Commission recommends (see section V) takes into account the need to better prepare teachers to identify and teach Hispanic children with special education needs.

Education administrators and policy makers must work together to develop not only policies but also strategies for implementation of those policies for teacher recruitment and retention. Some states are addressing their recruitment needs with a variety of strategies, including alternative teacher certification programs,[17] scholarships, signing bonuses and student loan forgiveness, and initiatives to increase interest in the teaching profession by reaching out to high school students with "future educators" clubs and programs.[18] Of those states using financial incentives, it would appear from the data in figure 6 that "such incentives are not being specifically targeted to the areas of greatest need: high-poverty or low-performing schools."[19]

As figure 7 shows, fully 26 states and the District of Columbia provide no education assistance[20] as part of their teacher recruitment and retention efforts. Of the 24 states that do offer education assistance, only six target both subject-shortage areas and high-need schools.[21]

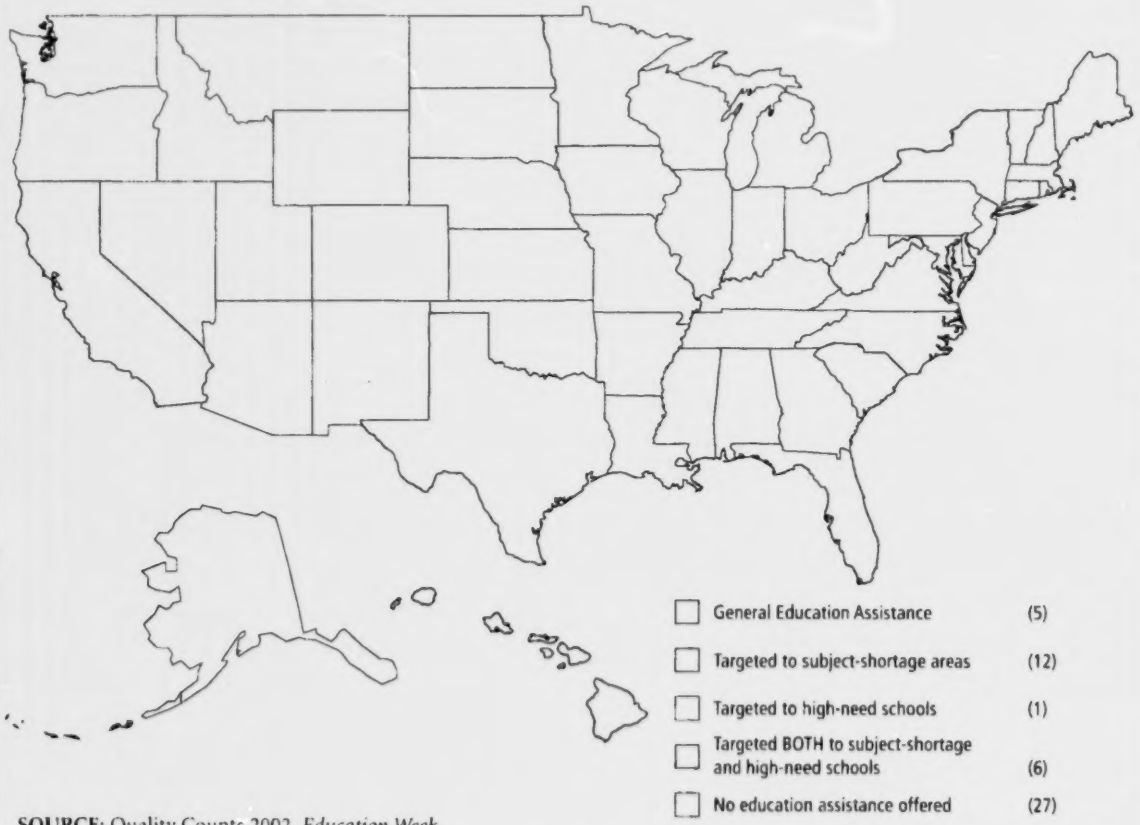
"National and state reports estimate that 30 percent of the teaching force leaves within the first three years of entering the profession (Darling-Hammond, 2000) and nearly 50 percent leaves in the first five to seven years (Fetler, 1997)."[22] Although salary concerns certainly play a part in attrition, availability and quality of professional development also play a role. Another important factor is recognition for a job well done. The opportunity for growth and promotion, paired with recognition and rewards for excellence based upon skills and performance rather than solely time in service, should encourage the best teachers to stay.

Figure 6: State Policies to Attract and Retain Qualified Teachers



SOURCE: Quality Counts 2003. *Education Week.*

Figure 7: Education Assistance as an Incentive to Attract New Teachers


General Education Assistance (5)
Targeted to subject-shortage areas (12)
Targeted to high-need schools (1)
Targeted BOTH to subject-shortage and high-need schools (6)
No education assistance offered (27)

SOURCE: Quality Counts 2002. *Education Week.*

STRATEGY 3

The U.S. Department of Education, possibly with other federal agencies, should conduct or commission a study of the curricula and methods used by U.S. colleges of education to prepare teachers to teach children to read, with a special emphasis on the importance of preparing teachers to deal with children of diverse cultural and linguistic backgrounds.

Nearly 100 years ago, there was concern about the training of physicians. The Carnegie Foundation sponsored a report on this important topic, *Medical Education in the United States and Canada.* Written by American educator Abraham Flexner, that document reported the results of an intense study designed to evaluate the curricula used in medical schools across the nation and how well they were training medical doctors. The report provided the impetus for overhauling the methods and standards then in use for physician education. Indeed, the training of physicians in America changed dramatically and for the better as a consequence of that report. Flexner was a strong advocate for high standards and for accountability to the general public for results. He also advocated that medical schools not only prepare doctors academically, he also

argued that medical schools had an obligation to respond to the needs of society by following up with their graduates to ensure that they were achieving optimal results.[23]

Similarly, the Commission recommends a comprehensive study of the colleges of education in the United States. The study must examine how prospective teachers are taught to provide reading instruction to our children. It must also examine the methods and approaches that colleges of education use to prepare teachers for their role as educators of a culturally and linguistically diverse student body.

STRATEGY 4

The Commission recommends the creation of an award that would confer special recognition for those teacher preparation programs that contribute in demonstrable ways to reducing the educational disparities between Hispanic and non-Hispanic white students.

The award would specifically honor teacher preparation programs that produce high-quality teachers and give special attention to the needs of Hispanic and other culturally and linguistically diverse student groups. Criteria for the award could include:

- A clear demonstration that their graduates are knowledgeable and skilled teachers whose students show measurable progress toward the elimination of disparities in performance between Hispanic and non-Hispanic white students.
- Descriptive indicators such as numbers of Hispanics and other minorities recruited and graduated.
- Number of teachers receiving cultural and linguistic/diversity training.
- Number of teachers placed in high-need Hispanic school districts.
- Retention levels of such teachers after three years and five years.

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[1] Excerpt from the Secretary's remarks at the National Press Club on September 9, 2002. http://www.ed.gov/Speeches/09-2002/09092002.html

[2] "Quality Counts 2003," *Education Week* (January 2003). http://www.edweek.org/sreports/qc03/

[3] "There is a direct correlation between teacher subject matter mastery and increased student achievement." *In Pursuit of Quality Teaching.* Education Commission of the States (2000), p. 11.

[4] Said Yasin and Brinda Albert, "Effective teachers facilitate the diverse cultural and learning styles of their students." *Minority Teacher Recruitment and Retention: A National Imperative,* American Association of Colleges for Teacher Education (September 21, 1999), p. 5.

[5] U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service, Elementary and Secondary Education Division, *The Same Standards for Migrant Students: Holding Title I Schools Accountable.* Volume I: *Title I Schools Serving Migrant Students: Recent Evidence from the Longitudinal Survey of Schools.* Washington, D.C. (2002), p. 30.

[6] U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313). By Kerry J. Gruber, Susan D. Wiley, Stephen P. Broughman, Gregory A. Strizek, and Marisa Burian-Fitzgerald. Washington, D.C. (2002). Table 1.19, p. 43.

[7] "Recent estimates indicate that the nation will need to hire 2.2 million additional teachers in the next decade." C. Emily Feistritzer, *The Making of a Teacher: A Report on Teacher Preparation in the U.S.* The Center for Education Information (1999), p. 1.

[8] U.S. Department of Education, National Center for Education Statistics. "Attrition of New Teachers Among Recent College Graduates: Comparing Occupational Stability Among 1992–93 Graduates Who Taught and Those Who Worked in Other Occupations." (NCES 2001-189). By Robin R. Hence and Liza Zahn. Project Officer: C. Dennis Carroll. Washington, D.C. (2001), p. 1.

[9] U.S. Department of Education. National Center for Education Statistics, *Teacher Preparation and Professional Development: 2000.* (NCES 2001-088). By Basmat Parasad, Laurie Lewis, and Elizabeth Farris. Project Officer: Bernard Greene. Washington, D.C. (2001), p. 33.

[10] "Quality Counts 2003"

[11] Ibid.

[12] *In Pursuit of Quality Teaching,* Education Commission of the States (2000), p. 6.

[13] Said Yasin and Brinda Albert, *Minority Teacher Recruitment and Retention.* p. 6.

[14] Robin Allen, *Teacher Education at the Community College: Partnership and Collaboration*, May 2002. http://www.gseis.ucla/ERIC/digests/dig0205.htm

[15] U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94. Table 3.4, p. 48.

[16] U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Status and Trends in the Education of Hispanics*, Washington, D.C. (2002), p. 63.

[17] As of 2000, there were more than 115 alternative certification programs operating in 44 states and the District of Columbia, which have prepared more than 125,000 teachers.

[18] Said Yasin and Brinda Albert, *Minority Teacher Recruitment and Retention*, p. 12.

[19] *Quality Counts* 2003.

[20] State education assistance is defined by *Education Week* as loans, scholarships, and the waiving of licensing fees.

[21] *Quality Counts* 2003: "If I Can't Learn from You . . . Ensuring a Highly Qualified Teacher for Every Classroom." *Education Week* (2002). http://www.edweek.org/sreports/qc00/templates/chart.cfm

[22] Kathryn Sloane Weisbaum and Danny Huang, *IISME Teacher Retention and Program Impact 1985–2000*, Industry Initiatives for Science and Mathematics Education. (October 2001) p. 4.

[23] Charles Boelen, "A New Paradigm for Medical Schools a Century After Flexner's Report," *Bulletin of the World Health Organization* 80, no. 7 (2002) p. 592.

V.

Develop a Federal Research Agenda to Identify the Needs of Hispanic American Students

Recommendation: Initiate a new coherent and comprehensive research agenda on the educational development of Hispanic Americans across the educational spectrum from preschool through postsecondary.

The Commission urges those research entities within the federal government to develop and implement a coherent and comprehensive research agenda targeted at eliminating the achievement gap between Hispanic students and majority students and ensuring the educational success for Hispanic children, youth and adults.

STRATEGY

Initiate federal research in four key areas affecting Hispanic children and youth: educational attainment, student attrition, special education, and teacher and service provider preparation.

Research Focus: Educational Attainment.
American schools are seeing increasing populations of Hispanic students in general and of English-language learners (ELL), the largest subgroup of which are Hispanic students. Despite their numbers, these students are often left behind with respect to educational opportunity and attainment. Much of the information that has shaped education policy on this topic is anecdotal, and important questions lack scientifically rigorous answers. For years, research studies have found that Hispanic children are disproportionately represented among those who have difficulty in school in reading, mathematics and general educational attainment. For example, NAEP data for 1998 indicate that 27 percent of non-Hispanic white fourth-graders performed below the basic level in reading achievement, compared to 60 percent of Hispanics.[1]

"In God we Trust, all others bring data."

BRAD DUGGAN, PRESIDENT & CEO, NATIONAL CENTER FOR EDUCATION ACCOUNTABILITY, FROM HIS TESTIMONY BEFORE THE COMMISSION, DECEMBER 16, 2002, NEW YORK.

And, of course, Hispanics are not a uniform group. What works in rural Georgia with recent immigrants may not work with either third-generation Mexican-Americans in California or with Guatemalans in Orlando. We have too little hard data concerning how students from different ethnic, linguistic, socioeconomic and geographic backgrounds learn to read and write English proficiently. Only recently have surveys begun to assess the influence of causal factors such as expectations, family attitudes and community norms.

The Commission urges the federal government to provide leadership in developing a comprehensive research agenda that will identify effective methods for supporting educational development of Hispanic students in our schools and find ways to reduce the barriers that impede successful educational attainment. This research agenda must recognize that in many areas baseline data do not exist and that there is a need for disaggregated data given the cultural and linguistic heterogeneity within the Hispanic population.

Research on the educational attainment of Hispanic students should: 1) use existing national assessments and longitudinal

studies to identify potential risk factors and protective factors related to Hispanic student achievement; 2) increase the number of specific research initiatives that address the educational needs of Hispanic students; 3) expand existing research programs to include more studies of Hispanic American students; and 4) develop new research programs that target specific educational needs of Hispanic students.

Existing national assessments and longitudinal studies, such as the National Assessment of Educational Progress and the Early Childhood Longitudinal Study-Kindergarten Cohort, provide important information on the achievement of ELLs and on the settings in which their education is occurring. These data can be used to develop hypotheses about potential risk and protective factors related to the achievement of English-language learners.

The federal government should continue to develop research initiatives that specifically target the educational needs of Hispanic students such as those for ELLs. NICHD and the IES are funding a major research program, the Biliteracy Research Network. This systemic, multidisciplinary research program will increase understanding of the specific cognitive, linguistic, sociocultural and instructional factors, and the complex interactions among these factors, that govern the acquisition of English reading and writing abilities for Spanish-speaking children and youth. From 2000–2004, the federal government will spend nearly $32 million on this program and will study more than 5,400 children at many locations in eight states (California, Illinois, Massachusetts, Michigan, Pennsylvania, Texas, Virginia and Utah) as well as Puerto Rico and the District of Columbia. The overarching questions guiding this research are the following: 1) How do children whose first language is Spanish learn to read and write in English? 2) Why do some Spanish-speaking children have difficulty acquiring English-language reading and writing skills? 3) For children whose first language is Spanish, which instructional approaches and strategies are most beneficial, at which stages of reading and writing development, and under what conditions?

The Commission supports the development of a comprehensive and coherent research agenda on the educational development of Hispanic American students that builds on existing research efforts. Research is needed to identify effective instructional approaches for ELL children, youth, adults and families and in particular, the diverse Hispanic subgroups in this nation. As a nation, we cannot afford to wait for the important results from the research networks. A comprehensive study must be initiated that will evaluate the myriad of programs currently in use to rigorously determine promising practices that can be used meanwhile. Information about these practices must be disseminated to assist those educators throughout the nation in need of options that will enable their Hispanic students to participate in the academic success that is expected for all our children. This research-agenda effort should make use of the early findings of the NICHD-IES research network and of the National Literacy Panel for Language Minority Children and Youth (NLP). The NLP, which is funded by the U.S. Department of Education, is working to produce a research synthe-

sis on reading in children and adults whose first language is not English to identify both promising practices and research gaps.

There are other initiatives under development that call for attention to language-minority groups, including interagency efforts addressing the effectiveness of early childhood programs, curricula and interventions in promoting school readiness; adolescent literacy; mathematics cognition and specific learning disabilities;[2] and reading comprehension.[3] The Office of English Language Acquisition recently held a national summit focused on the implementation of *No Child Left Behind* with language-minority children, where research was a focus. Speakers there called for additional research in areas of assessment, effective teaching methods and identification of special needs children.

Research Focus: Student Attrition

Accountability is one of the four pillars of *No Child Left Behind*, and accurately reporting high school retention and graduation rates is highly relevant to determining the performance level of every school. We must both more accurately measure school dropout and increase the rate of high school completion among Hispanic students. The best available data indicate that almost 30 percent of Hispanic students fail to complete high school.[4] Because the academic achievement gap is so glaring, and the statistic is so dramatic in and of itself, its validity is rarely questioned. However, questions have recently arisen about what is being done at the local level to effectively and accurately report the high school completion rates for students in general, and minority students in particular. "Indeed, the statistics overall on high school completion are somewhat suspect, said by local and state public school officials to be difficult to grasp and often implausibly positive."[5]

Why has it been so difficult to accurately account for Hispanic students? There are many reasons, but the most troubling is that school officials may attribute the attrition of Hispanic students to other factors that do not qualify them as dropouts. School administrators know that having a high dropout rate reflects poorly on them. Schools do not benefit from accurately reporting how many or why students do not continue their education.[6] Additionally, schools may not have staff or resources directed for this purpose. Not only do we need careful tracking of students as they progress through the educational system, but new and better methods of tracking must also be developed. These must include methods to track highly mobile students who may move mul-

tiple times during the school year. There is also a need for careful study of the risk factors for school dropout, in order for preventive measures to be put in place.

There is work currently being done in Texas to track students from middle school through high school. During the 1997–98 school year, the Texas Education Agency (TEA) began to implement its new leaver data processing system. Designed to effectively track students as they move throughout the Texas school system, the system allows TEA to calculate the state's event dropout rate, as well as a longitudinal dropout rate. While schools often prefer to report the event dropout rate because it reflects the number of students who leave during one school year, a longitudinal dropout rate is a more accurate reflection of schools' success. This method of reporting tracks a cohort of students as they progress to each level, showing how many in that group have dropped out by the time they are supposed to graduate.

Another benefit of the leaver data processing system is that students are tracked from seventh through twelfth grades, accounting for those who may never even make it to high school. TEA has developed very specific guidelines for how students are classified when they leave school, based on the reason they leave. This avoids confusion in reporting dropout rates and allows for consistent reporting among the various state schools.

"Para mi ha sido una jornada muy dura y sumamente difícil el encontrar ayuda profesional para la educación especial de mis dos niños quienes sufren de ADHD [Deficit de Atención e Hiperactividad]. Mi hijo mayor de 17 años de edad, con la gracia de nuestro Dios obtuvo apoyo muy positivo y éxito en la Annapolis Area Christian School, pero desafortunadamente mi niño menor de 10 años de edad, quien atiende 4to grado en la misma escuela, además de sufrir de ADHD, también sufre de Dyslexia, y es aun mucho más dificil encontrar siquiatras expertos y/o maestros especializados..."

MARLENE MONTES

WEBVISITOR FEB. 11, 2003

Preventive interventions must be developed to improve high school completion rates among Hispanic students. Without each of these components, accurate statistics, knowledge of risk factors and proven prevention, we cannot hope to eliminate the educational disparities that exist between Hispanic and non-Hispanic white students in our schools.

Research Focus: Special Education

There is a need for the development of assessment methods and identification instruments that can clearly distinguish between whether a student's performance is limited by ELL status, disability status or learning difficulties at the preschool, elementary school and/or secondary school levels. Furthermore, there is a need to develop predictors of and interventions for learning difficulties in Hispanic students. This will be important for both ELL and native-English-speaking Hispanic children and must take into account cultural and linguistic differences.

Often, teachers who are not well prepared to deal with culturally and linguistically different students make inaccurate assumptions about those students. At best, a teacher may not relate well to a student. At worst, the teacher may assume the student has limited intellectual capabilities and refer him or her for special education. This situation continues to occur across the country with many language-minority children. However, there are now so many Hispanic

students in all areas of the country that the reverse problem has also arisen: Teachers often assume that any apparent learning difficulties a Hispanic student is having are attributable to linguistic differences and/or ELL status. Thus, Hispanic students are at risk not only for over-referral for special education but also for under-referral. More research is clearly needed regarding all aspects of Hispanic American children with disabilities: referral, identification, instruction and evaluation.

"For me it has been a hard struggle to find professional help for the special education of my children who suffer from ADHD (Attention Deficit Hyperactivity Disorder). My oldest, 17-year-old son has, thanks to God, received positive and successful support at the Annapolis Area Christian School, but unfortunately my younger 10-year-old son, in 4th grade at the same school, not only suffers from ADHD, but also suffers from Dyslexia, and it is so much more difficult to find expert psychiatrists and/or specialized teachers..."

MARLENE MONTES

WEBVISITOR FEB. 11, 2003

It is not a simple matter to determine whether a child whose native language is not English may have a language disorder or other learning difficulties. For an English-language learner's special needs to be accurately identified, new assessment measures are needed. While there are some assessment instruments available in Spanish, more are needed. The linguistic diversity of the Hispanic population in the United States must be taken into account, and most Spanish-language tests do not have guidelines for differentiating between, for example, Puerto Rican and Mexican Spanish. Instruments used to directly test students or to gather information about the student from parents are needed. Merely translating a test or survey instrument, even with back translation as a verification process, is not an adequate or appropriate approach to the development of assessments. Rather, it is important that surveys that are translated be tested for cognitive equivalence; an NIH report issued in 2001 gives advice for the translation or development of survey instruments.[7] Native-language tests of student abilities should be developed to parallel the currently used English measures. If their results are to be compared with results of English-language tests, it is important that they test the same constructs but in ways that are culturally appropriate. It is also important that psychometric data be collected for new measures.

In addition, simply assessing a student in his or her native language as well as or instead of English often results in an inadequate or incomplete assessment. If a student, even one with limited English, is taught a subject in English, he or she is highly unlikely to have sufficiently specific vocabulary to demonstrate one's real knowledge about that topic in the native (non-English) language. Thus, there is a need not only for additional measures, both in Spanish and in English, but also for new approaches to assessment for and identification of learning difficulties and special educational needs. The area of special needs identification and intervention for Hispanic students at all levels of education should be a major research focus.

Research Focus: Teacher and Service Provider Preparation

There is a need for research to identify the characteristics of highly effective teachers in contributing to the educational success of Hispanic students at pre-

school, elementary and secondary school levels for the delivery of classroom instruction and for special education interventions. There is also a need to develop and evaluate the effectiveness of teacher preparation and in-service education curricula addressing cultural and linguistic differences that would enable teachers to provide optimal educational experiences for Hispanic students. National surveys, such as the Schools and Staffing Survey, could provide valuable data to inform such an effort.

The teacher shortage in the nation extends to teachers of English-language learners as well as to specialists who are trained in the diversity of languages and cultures present in today's classrooms. While highly qualified teachers who are prepared to teach linguistically and culturally diverse groups of students are needed in classrooms throughout the United States, there is also a need for special education service providers—bilingual speech-language pathologists, psychologists, reading specialists and special education teachers. Research is needed on effective methods for teacher and service provider recruitment, preparation, professional development and retention. The Teacher Quality Research Program, which is evaluating the effectiveness of different professional development models in math and reading, could be expanded to evaluate the effectiveness of teacher preparation or professional development models for working with ELL students.

In addition, as noted in section IV, this Commission recommends that the U.S. Department of Education, possibly with other federal agencies, conduct or commission a study of the curricula and methods used by colleges of education to prepare teachers to teach children to read, with a special emphasis on the importance of preparing teachers to deal with children of diverse cultural and linguistic backgrounds.

Coordination

In addition to these efforts, the Commission urges the federal agencies to work together to develop a coordinated research effort that addresses the educational needs of Hispanic children and youth. The coordinated effort should:

- Develop a comprehensive report that summarizes all research efforts under way and those that are needed.

- Develop a plan for federal coordination across the U.S. Department of Education and the NICHD as well as the U.S. departments of Labor and Justice. The overview report would include current research efforts as well as those that are under development or being planned. The report would also identify gaps and needs in research that would affect the education of Hispanic children and youth.
- Develop a plan with procedures to maintain coordination across agencies and to address significant gap areas.

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[1] U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. "The NAEP 1998 Reading Report Card for the Nation and the States." (NCES 1999-500). By P.L. Donohue, K. E. Voelki, J. R. Campbell, and J. Mazzeo (Washington, D.C.: 1999). Table 3.2, p. 70.

[2] See the NICHD Web-site at http://www.nichd.nih.gov/funding/funding-opps_rfa.htm for information on these interagency funding initiatives.

[3] See the U.S. Department of Education Web site at http://www.ed.gov/PressReleases/04-2002/04122002a. html for information on this funding initiative.

[4] U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Status and Trends in the Education of Hispanics* (Washington, D.C.: 2002). Supplemental Table 3.3a, p. 87.

[5] Jay P. Greene, *High School Graduation Rates in the United States*. The Manhattan Institute for Policy Research (2002) p. 1.

[6] Ibid., p. 8.

[7] R. M. Li, P. McCardle, R. L. Clark, and D. Berch, *Diverse Voices--The Inclusion of Language-Minority Individuals in National Studies: Challenges and Opportunities*. National Institute on Aging, National Institute of Child Health and Human Development, National Center on Minority Health and Health Disparities (2001).

VI.

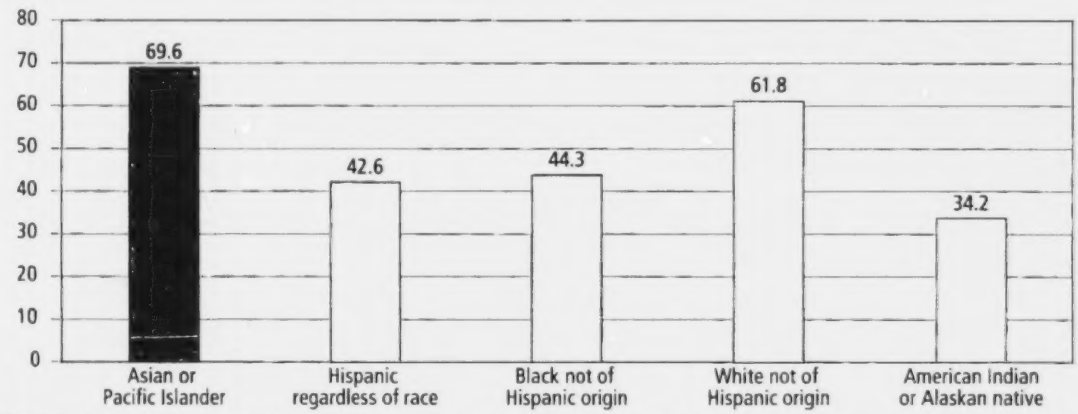
Create Pathways to College Graduation

Recommendation: Ensure full access for Hispanic American students to enter college and demand greater accountability in higher education for Hispanic graduation rates. Challenge the nation's postsecondary institutions to graduate 10 percent more Hispanic American students from colleges and universities each year, than are currently graduating, over the next decade. Urge institutions to explore the increased development of retention programs that would benefit Hispanic American students.

Today, about 10 percent of Hispanic Americans graduate from four-year colleges and universities, with fewer than 100,000 graduating each year.[1] This graduation rate has persisted for almost three decades despite the fact that, over a comparable period, up to 60 percent of Hispanic students graduate from high school and more than 40 percent enroll in college immediately after graduation.[2] Clearly, a significant number of Hispanic students who walk through the doors of our nation's institutions of higher education are not walking out with a college degree.

The Commission fully understands and embraces the promise that *No Child Left Behind* holds for closing the educational achievement gap and for producing more academically qualified Hispanic high school graduates, as only 42.6 percent of Hispanic high school students are qualified to enroll in four-year institutions (see figure 8). NCLB will hold states, schools and educators accountable for producing these results. The Commission believes that this accountability should be extended to institutions of higher education and that colleges and universities must bear a greater responsibility for increasing the number of Hispanic students who enroll in their institutions and ultimately graduate with a four-year degree.

Figure 8: Percent of High School Students that are Qualified for College.



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS: 88/94), Data Analysis System. (JBL Associates, Inc.)

In challenging higher-education institutions to graduate more Hispanic Americans, the Commission examined research to determine that this goal was realistic and achievable. By focusing on the key activities that colleges and universities already perform, institutions can attain a 10 percent annual increase in the number of Hispanic college graduates. By graduating 10 percent more Hispanics each year than are currently graduating, the current graduation rate would double by 2014. This translates into 7,500 additional Hispanic baccalaureate degrees each year. Each of the 2,300 four-year colleges in the nation would have to graduate about three additional Hispanic students with a baccalaureate degree each year, an increase of 33 new Hispanic baccalaureate degrees over the decade for each baccalaureate-granting institution in the nation. This is a small effort for each college to make.

They must make a deliberate effort, however, to realize the results that these activities can produce. The notion that there is not a substantial pool of academically qualified Hispanic students from which colleges and universities can recruit is simply not true. According to the National Education Longitudinal Study, of those Hispanic students who were academically qualified to go to college, only 49.5 percent were enrolled in a four-year institution, compared to 60.3 percent of African Americans and 61.9 percent of non-Hispanic whites.[3]

In the wake of the end of affirmative action programs in many states, many in the education community may argue that Hispanic enrollment in institutions of higher learning is bound to decline. This is not necessarily true. The Commission has encountered higher-education institutions that have been successful in attaining diversity on their campuses despite the end of affirmative action programs. The 1996 *Hopwood v. State of Texas* decision banned race-conscious admissions at all state public universities. As a result, many private institutions also changed their admissions process. One example is Rice University, in which the elimination of race-based admissions resulted in a 22 percent drop in Hispanic enrollment.[4] Nearly seven years later, however, Hispanic enrollment has rebounded to levels equal to those prior to the 1996 *Hopwood* decision, due in large part to the institution's effective recruitment efforts. Rice University has also received accolades for its efforts to aggressively recruit Hispanic American students. *Hispanic* magazine ranked Rice University as the second best university in the nation for Hispanics in 2002. The opportunity for Hispanic Americans to obtain access to government services and public institutions is paramount in the context of higher education. Indeed we believe the quality of higher education for all students is enhanced by a diverse student body. Ensuring that public educational institutions are legally accessible to individuals of all races and ethnicities is an important and entirely legitimate government objective.

The Commission offers the following four strategies that would increase the numbers of Hispanic students who enter, persist and graduate from college.

STRATEGY 1

Promote a college-track curriculum through innovative initiatives such as the State Scholars program to prepare more Hispanic American students to attend the nation's colleges and universities. Increase Hispanic participation in Advanced Placement courses, and develop and implement a secondary school guidance counseling system that can meet the needs of a diverse student body.

Many factors have been identified as elements that are critical to the success of Hispanic students as they make the transition from high school to college. Hispanic students at the postsecondary level face many barriers, but one factor is key to whether they are ultimately able to earn a bachelor's degree. A solid foundation throughout elementary and secondary education, particularly at the secondary

level, has been found to be one of the best predictors of whether a student eventually obtains a four-year degree. "No matter how one divides the universe of students, the curriculum measure produces a higher percent earning bachelor's degrees than either [test scores or class rank]." [5]

Students who graduate from high school without the foundation to succeed at the postsecondary level may find themselves in an extremely frustrating position. While they often gain acceptance at a college or university, nearly one-half of postsecondary students require some remedial coursework, indicating they are at risk for never obtaining a degree.[6]

A high school program that includes three credits each in math (algebra I, algebra II and geometry), science (biology, chemistry and physics) and social studies, as well as two credits in a foreign language, may well serve to prepare students for the challenges they will face at a college or university, but the level of math that a student reaches is of particular interest, as it has been shown to be one of the most accurate predictors of future success, especially in completing a four-year degree. According to the National Education Longitudinal Study, 60 percent of those Hispanic students who took an advanced math course in high school went on to enroll in a four-year institution, while only 16 percent of those whose highest course was at the intermediate level went on to a four-year college or university.[7]

Building on the success of the Recommended High School Program, President Bush launched the State Scholars Initiative on August 29, 2002. Designed to support those states whose mission it is to make a challenging high school curriculum the norm, the goals of the State Scholars Initiative include developing business-education partnerships to create incentives for students to complete the program requirements, establishing state and local policies supporting enrollment in rigorous courses, and documenting the results of the program through regular evaluations. This year, seven states will be selected to participate in a pilot program in which chief state school officers' and governors' offices will work with business and education organizations to provide leadership and guidance for state and local initiatives. Prior to beginning high school, students will be informed about the benefits of completing rigorous course work requirements and be encouraged to make a commitment to enrolling in the program. Teachers, school counselors, mentors, community volunteers and others will serve to support the students in their efforts.

The Commission also recommends that the nation's high school educators should encourage Hispanic students to take Advanced Placement (AP) courses and the corresponding tests. Participation in AP course work is an indicator of a challenging and high-quality educational experience. As evidence suggests that students who participate in the AP program are extremely successful in college,[8] ensuring that Hispanic students have access to these courses is an important part of the strategy for increasing the rate at which Hispanic students matriculate to institutions of higher education. In her testimony before the President's Advisory Commission (December 16, 2002), Carolyn Bacon noted, "the data show that students who pass an AP exam actually double their odds of staying in college and getting a degree." Not

only do these courses and tests contribute to the goal of a rigorous high school curriculum, but they also serve to ease the transition to the more challenging curriculum at the postsecondary level, allowing students to experience something similar to a college course while still in high school. These students are able to take the next step without the added stress of a new and unfamiliar environment.

While the preliminary data suggest that Hispanic students who have some level of AP are as successful as non-Hispanic whites at the postsecondary level,[9] in 2000, "Hispanics comprised only 9 percent of the students who took AP exams."[10] This under-representation seems to indicate that Hispanics would benefit from increased knowledge about the benefits of AP and other challenging coursework, and that this type of opportunity might not already be an option for them because of the schools they are more likely to attend. This lack of participation may also indicate that Hispanic students are not obtaining the skills necessary at earlier levels of education to participate in AP classes, reaffirming the need for Hispanic students to receive a high-quality education in early grades.

Another problem that negatively impacts the educational experience of Hispanic students is a lack of personal support during high school. The average American school has one counselor for every 561 students,[11] and these counselors are often responsible for assisting more students than their schedules can accommodate. Rather than focusing on the important steps that must be taken to gain college admissions and secure financial aid, these dedicated individuals must often handle disciplinary problems.

Whether through participation in a college-track curriculum, accessibility to AP classes, or personal attention and guidance from a college counselor, Hispanic students should be able to expect that a college education can be a reality for them. Elementary schools must lay a foundation for future learning that can be built upon in high school from the very beginning, challenging Hispanic students and encouraging them through programs that reward their hard work.

STRATEGY 2

Assist Hispanic students and their families to understand the college financial aid options.

Ensuring that Hispanic students are prepared to undertake the rigors of a college education is one of the most pressing issues facing education policy makers. However, actually opening the door to higher education through financial assistance is imperative once Hispanic students have reached this goal. Nearly one-half (47 percent) of Hispanic students come from families with annual incomes of less than $20,000, and 60 percent of Hispanic students come from families in the lowest socioeconomic status bracket.[12] Clearly, many Hispanic families do not have the economic resources to easily accommodate the cost of a college education, but this factor alone should not deter them from pursuing their higher-education goals.

Unfortunately, a recent survey found that more Americans believe it would be easier to shoulder the burden of buying a home than finance a college education.[13] Additionally, two-thirds of Hispanic and African American parents report that they do not have sufficient information about how to finance their children's college education.[14] Meanwhile, average tuition for public four-year universities is up 9.6 percent from the 2001–2002 academic year.[15] The lack of knowledge about financial aid, combined with the rising cost of tuition and the daunting perception about the difficulties of paying for college, is a strong deterrent for students and their families who hope to realize their dream of obtaining a bachelor's degree. The first step in overcoming this obstacle is to educate parents about the options available for financing a college education and the process every individual must complete in order to be awarded a financial aid package.

For most students, the bulk of their financial assistance is still awarded in federal loans, which comprise 46.1 percent of the total aid awarded to college students throughout the nation.[16] The prospect of incurring such large amounts of debt is intimidating, but the financial benefits of a college education are economically substantial in the long run. The average Hispanic holding a bachelor's degree earns $15,000 more each year than a Hispanic high school graduate.[17] Compounded over a lifetime of work, the payoff is substantial, certainly enough to cover the cost of student loans. According to the U.S. Department of Commerce, a college graduate is estimated to earn $1 million more in income and benefits over a lifetime than a high school graduate.

Federal and state governments lack the capacity to cover the cost of tuition for every student through grant aid. The most promising solution for Hispanic students is to raise awareness about financial aid options. Corporations and non-profit foundations like the Hispanic Scholarship Fund and Hispanic College Fund have made a concerted and effective effort to alleviate the burden of financial aid by providing grants for Hispanic students who are pursuing postsecondary degrees. A conscious effort should also be made by high school counselors to raise awareness about scholarships provided through private corporations and non-profit organizations.

Likewise, students have options available through existing federal programs such as TRIO and GEAR UP.[18] Unfortunately, Hispanics are still underrepresented in these programs. While it is essential for each stakeholder to contribute in helping Hispanic students pay for their college education, the most important factor is building a strong academic foundation so that Hispanic students are prepared to excel at the postsecondary level.

At nearly every town hall meeting, the Commission heard about the need for the states to consider providing in-state tuition to undocumented students. In many cases, these particular students were brought to the United States by their parents at a very young age. They consider themselves to be American and are graduates of U.S. high schools. Lack of documentation regarding their legal status currently inhibits their ability to secure in-state tuition. The Commission encourages the states to review this issue.

STRATEGY 3

Encourage postsecondary institutions to develop new retention strategies that help Hispanic students.

The Commission encourages strategies that would increase the retention and graduation rates of Hispanic students on college campuses, and we urge that these strategies include the creation of programs with the following features:

- Academic component that could include small classes, supplemental instruction, a skills-building course, regular faculty meetings and a team of college advisors.
- Individualized support component that includes peer mentoring and advising, academic and personal advising, free tutoring, and building alumni relationships.
- A social and cultural support component–diversity celebrations and community service projects.
- Assessment that measures results.

The University of Texas administers several retention programs that have produced impressive results. One of these programs attained a six-year graduation rate of 70 percent at the end of academic year 2000–2001.[19] This compared favorably to 70.3 percent for the university's overall graduation rate. Furthermore, entering freshmen undergo a yearlong transition and support program that begins in the summer prior to their enrollment.

STRATEGY 4

Encourage strategic alliances between community colleges and four-year institutions, which would better serve Hispanic students.

Community colleges have provided many Hispanics an accessible transitional bridge to a four-year

"I'm 18 years old. I have been going to school here in the United States since I was 10 years of age. I graduated high school and now I want to continue my studies and attend college. But the fact that my mother brought me to this country illegally has shattered my plans and dreams of continuing my education."

MARCO

WEBVISITOR FEB. 8, 2003

degree because they offer low-cost courses, a varied class schedule with plentiful evening and weekend courses, and multiple locations around the community, all of which provide the flexibility needed by the demanding personal schedules of diverse groups of learners.[20] Likewise, the rising prices at private and public four-year institutions have made community colleges a more economically attractive option for students with limited financial means. The evolution of community colleges demonstrates a deliberate and proactive positioning to meet the needs of an increasingly diverse student population.

Community colleges are the fastest-growing sector of postsecondary education. In 1965, there were 1.2 million students enrolled in two-year institutions, 1.8 million in private four-year institutions and 2.9 million in public four-year institutions. In 1998, those enrollment numbers had grown to 5.7 million, 3.1 million and 5.9 million, respectively.[21] According to the 1998 report, *Minorities in Higher Education: Sixteenth Annual Status Report* by D. J. Wilds and R. Wilson,[22] 55 percent of Hispanics were enrolled in two-year institutions.

"It has been estimated that on an average, students who enter a four-year institution in order to obtain their bachelor's degree have a 15 percent greater chance of attaining one than did similar two-year college entrants."[23] Many students who enroll in community colleges do not go on to complete a four-year degree. This situation has been most prevalent among Hispanics, who have the lowest persistence rates.[24] Nonetheless, according to a Postsecondary Longitudinal study by the NCES,[25] among those reasons given by students for enrolling in a two-year institution are: preparation for transfer to a four-year institution (38 percent), to obtain a degree or certificate (22 percent), to acquire or improve job skills (22 percent), and personal enrichment (16 percent).

As we have seen, many Hispanic students do not fit the profile of the traditional student. The characteristics that make them nontraditional are defined by an NCES study[26] as any of the following: delays enrollment in a postsecondary institution, attends a postsecondary institution part-time for at least part of the academic year, works full time,[27] is considered financially independent for purposes of determining eligibility for financial aid, has dependents other than a spouse, is a single parent, or does not have a traditional high school diploma.[28] These are the same characteristics that in many cases are complemented by the flexibility available at community colleges.

Critical to further increasing the transfer rate between the two-year and four-year institutions are the strategic alliances that are being created and implemented in the form of articulation agreements. Many community colleges have entered into partnerships with four-year institutions, to offer "2+2" or "2/4" transfer articulation agreements. In many of these programs, "students are simultaneously admitted, registered and enrolled in both institutions,"[29] while in others, the institutions work together to formulate a curriculum at the two-year institution that will be accepted for automatic transfer to the four-year institution upon completion of an associate's degree. Many of these agreements are focused on high-needs areas within the community such as nursing, teaching and technology. With respect to teacher education, this arrangement may allow for flexibility that will permit a student to complete the first two years of a teacher preparation program at the two-year institution and then complete the bachelor's degree at the four-year institution. Other manifestations of

these agreements include a "four-year institution offering upper division courses on the community college campus and the establishment of a satellite campus of the four-year institution on the campus of the two-year institution."[30]

The Commission encourages two- and four-year institutions to work together in perfecting articulation agreements that motivate and adequately prepare Hispanic students to transfer seamlessly from two-year institutions to four-year institutions, which would result in an increase in the college graduation rate of Hispanics. These articulation agreements should be innovative and tailored to meet the needs of both institutions and the students that are facing the greatest barriers to access, as well as a state's area of highest need. An example of how a state's high-need areas may be addressed can be found in Florida. In response to a critical shortage of quality teachers, Florida undertook a visionary and creative solution. In 2002, Miami–Dade Community College received approval by the Florida Board of Education to offer baccalaureate degrees in teaching at their InterAmerican campus.

STRATEGY 5

Build capacity among postsecondary institutions for increased numbers of Hispanic American students.

With the anticipated growth of the academically prepared Hispanic population, attention must be devoted to ensuring sufficient capacity to meet this need. The Commission firmly believes that *No Child Left Behind* has ushered in a new era of educational opportunities for Hispanic American students. The focused attention on accountability and results will have a direct impact upon the future numbers of Hispanic American students who will be academically qualified to go to college.

This anticipated growth will require that postsecondary institutions conduct an assessment of their institutional capabilities and develop an integrated vision and action plan on how to meet the future accommodation needs of this burgeoning and better-educated cohort. The Commission recognizes that this anticipated growth comes at a time of shrinking state budgets, but the future needs of these students must be addressed. Creative alternatives will be required to maximize the use of state postsecondary funding. Capacity building does not refer exclusively to physical facilities such as classrooms, laboratories, libraries and dormitories, but it encompasses all that would be required to meet the educational needs of a student body, including faculty and support services.

Institutions of higher education have become increasingly aware that in many cases a significant barrier to access for many students is geography. For many Hispanic students, close familial ties and responsibilities and lack of financial wherewithal make traveling long distances to attend college simply not an option. Many of these institutions have looked for alternatives to traditional access such as distance learning. Just as information technology has proliferated over the past quarter century, so too have distance learning options. Course content is greatly expanded, and faculty student interaction is significant. "During the 1997–98 school year, a third of the postsecondary education institutions at the two-year and four-year level offered an estimated 49,690 credit-granting distance education courses, the majority of which were at the undergraduate level, with an enrollment in these of more than one million students."[31] "During the 1999–2000 school year, about 1.5 million out of 19 million postsecondary students took at least one distance education course."[32]

Although research is still underway, it would not be surprising to find that few Hispanics are able to make use of distance learning, partly because Hispanics have to contend with not only an achievement gap but also a digital divide. The digital divide is a critical factor in the overall educational achievement of Hispanic Americans, and the divide is

becoming more acutely important given the educational benefits that can be obtained through advances in technology. The Commission encourages the creation of corporate and community partnerships that would increase the accessibility of Hispanics to this alternative method of instruction.

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VII.

Create Increased Federal Accountability and Coordination

Recommendation: Increase the accountability and coordination of programs within the federal government to better serve Hispanic American children and their families.

As established by Executive Order 13230, one role of the Commission is to determine how federal departments and agencies are addressing the educational needs of Hispanic Americans. A necessary part of that role is to develop a monitoring system that measures and holds departments and agencies accountable for coordinating federal efforts to ensure the participation of Hispanic Americans in federal education programs. While the majority of federal education programs are housed at the U.S. Department of Education, most federal agencies administer programs that deal directly or indirectly with education. These efforts include scholarship and fellows programs, mathematics and sciences programs funded by the National Science Foundation, Department of Defense Schools, job training, research studies on learning and behavior, and many other initiatives. The Commission sought to ascertain whether these education programs or initiatives were inclusive of Hispanic Americans.

The executive order directed federal departments and agencies to report to the Commission data in four areas:

- Efforts to increase participation of Hispanic Americans in federal education programs and services.
- Efforts to include Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in federal education programs and services.
- Levels of participation attained by Hispanic Americans in federal education programs and services.
- The measurable impact resulting from these efforts and levels of participation. The Department of Education's report also shall describe the overall condition of Hispanic American education and such other aspects of the educational status of Hispanic Americans, as the secretary considers appropriate.

In the event the data are not available, the executive order directed the Commission to suggest the means for collecting the data.

After receiving guidance from the Office of Personal Management (OPM) and the Office of Management and Budget (OMB) to ensure that the proposed reporting forms, and the information they would generate, would enable the Commission to assess results, the office of the White House Initiative transmitted, on August 29, 2002, a two-page reporting form to the heads of 29 federal departments and agencies, requesting specific information that would help the Commission assess their performance.

Of the 29 federal departments and agencies that received the Commission's reporting form, 26 submitted reports. Unfortunately, some of these reports did not include complete information. For example, only 15 responded with information about the number of Hispanic Americans participating in federal educational programs and services. In addition, when the Commission looked for information that would permit it to measure results, data submitted by federal agencies, with some exceptions, were largely void of any indicators that it could examine with any degree of confidence.

The Commission is frustrated with these findings. Federal departments and agencies have many resources at their disposal, and they should have been able to report complete data to the Commission in a timely and consistent manner.

Given the lack of complete data, the federal government must develop new strategies to monitor and coordinate the way federal agencies and departments respond to the educational needs of Hispanic Americans. The Commission recommends the following two strategies:

STRATEGY 1

Implement a monitoring system to measure and hold federal departments and agencies accountable for coordinating efforts to ensure the participation of Hispanic Americans in all federal education programs.

No real assessment can be made and no level of monitoring can occur without first establishing appropriate standards. Even after federal departments and agencies have become accustomed to accounting for Hispanics, their efforts must still be measured against some standard. The Commission believes that three essential elements should comprise this standard:

- Level of effort exerted to meeting the educational needs of Hispanic Americans.
- Number of served or participating entities (defined in the reporting form as Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions and other educational institutions for Hispanic Americans).
- Measurable impact of federal efforts.

The Commission designed a federal monitoring system that it believes will be functional and useful to the President, to the heads of departments and agencies, and to the public at large. The system includes performance standards and a scorecard modeled after the President's Management Reform Agenda, which was launched in August 2001. This reform agenda was designed to "address the most apparent deficiencies where the opportunity to improve performance is the greatest." The President's Management Council, OMB, and OPM developed standards for success in each of the five government-wide initiatives:

1. Strategic management of human capital.
2. Competitive sourcing.
3. Improved financial performance.
4. Expanded electronic government.
5. Budget and performance integration.

The standards that the Commission recommends are represented in the attached Sample Standards of Performance chart. The scorecard employs a simple grading system: green for success, yellow for mixed results, and red for unsatisfactory. The Commission recommends that a similar system be employed to determine the progress and performance of federal departments and agencies in meeting the educational needs of Hispanic Americans.

STRATEGY 2

As part of the federal monitoring system, disaggregate data on participants served to account specifically for Hispanic Americans.

The Commission understands that federal departments and agencies must adjust and rethink the way they report efforts to meet the educational needs of Hispanic Americans. The place to start is to disaggregate data on participants served to account *specifically* for Hispanic Americans and other ethnic groups. The current reporting emphasis only on minorities does not produce the information needed to determine whether Hispanic Americans are adequately served. The federal government's interpretation of "minority" generally

focuses upon African Americans and is not inclusive of other ethnic groups. The federal government must be more inclusive of Hispanic Americans.

Disaggregating data is an essential part of measuring results, particularly when accounting for federal expenditures in education. Typically, federal educational expenditures take the form of formula-based or discretionary grants. Formula-based grants are directed by Congress and for an amount established by a formula that is based on certain criteria that have been incorporated into the legislation and program regulations. These formula grants are administered by agencies and awarded directly to states or localities. Discretionary grants are awarded to eligible grantees on the basis of a competitive process. All grantees are required to submit reports to the granting agency that demonstrate performance. After awarding a grant, federal agencies will conduct monitoring in order to review and evaluate specific aspects of a grantee's activities. These aspects typically include: 1) measuring a grantee's performance; 2) assessing a grantee's adherence to applicable laws, regulations and the terms and conditions of the award; 3) providing technical assistance to grantees; and 4) assessing whether a grantee has made substantial progress. If the grant was intended to meet the educational needs of participants, then any one of these activities could assess the participation of Hispanic Americans, provided the agency incorporated the disaggregated participant data as part of the grant award.

The Commission sought other practical guides with which to help federal agencies do a better job of measuring the participation of Hispanic Americans in their educational programs and services. Many of these were drawn or adapted from the monitoring plans developed or in the process of being developed by the Department of Education.

- Consistent with existing data reporting requirements under the Department of Education Title I program, federal agencies may want to consider adopting similar language or amending existing regulations and instructions pertaining to the development of state plans that would require that data gathered be disaggregated.
- It may be prudent for agencies to consider the inclusion of several specific action steps under proposed fiscal year 2004 annual plans that would "investigate the feasibility of modifying or revising current guidance/instructions to disaggregate data."
- Under the Government Performance Results Act (GPRA), all programs are required, regardless of line item, to establish program indicators and performance measures that attest to the effectiveness of their programs. It may be appropriate for agencies to require assistant secretaries and their senior officials and managers to revisit their current program indicators and performance measures. They might consider revising or modifying those to reflect the diversity of our nation and disaggregate data to ascertain whether there is sufficient evidence that describes the effectiveness of their programs for specific populations.
- Under discretionary grant programs, grantees are required to submit performance reports

describing activities undertaken throughout the year to satisfy the goals and objectives contained in their approved application. It may be appropriate, during quarterly monitoring calls conducted by program/project officers, to require, as part of their protocol, a series of questions that reflect the diversity of individuals served by agency programs.

- It may be appropriate to allow programs to include, as a selection criterion, a requirement that applicants describe how the grantees' proposed goals align with the agency's strategic plans, program indicators or performance measures. In essence, agencies might require applicants to describe how their proposal will impact special populations and agree to disaggregate data to support their hypothesis.
- It may be appropriate for program staff to include, as part of future grant competitions, an assurance that grantees provide data to accurately document those individuals who have participated in the program and the impact the program may have had on participants.

Currently, some departments and agencies are able to meet the educational needs of Hispanic Americans through the outreach they conduct to reach Hispanic children, students and their parents. For example the National Aeronautics and Space Administration (NASA) funded a program entitled, *Proyecto Access,* an eight-week summer mathematics-based academic enrichment program for middle school students with an interest in engineering or science. During a recent summer, the program was able to serve 1,259 students on 10 college campuses in eight states and Puerto Rico. Of those 1,259 students, 800 or 63.5 percent, were Hispanic Americans. This program has been serving the nation's youth for six years. Thus, the first students to graduate from the program will be entering college this year. The college graduation outcome data are essential to highlight the potential of *Proyecto Access.*

Likewise, parental and community participation is encouraged in all NASA education programs. Some specific strategies to encourage parental and community participation are NASA Days in the Hispanic community, programs including a parental component, and a center at a community college that reaches out to parents and community members. An example of a program that helps prepare parents to support their children in mathematics and science education is the *Ciencia*@NASA program. *Ciencia*@NASA is a NASA Website (http://ciencia.nasa.gov). The target audience includes Spanish-speaking adults and children and students who are learning English or Spanish as a second language. *Ciencia*@NASA exposes the Hispanic and Latino communities to NASA science in a way that interests and excites them. This Website is the only NASA Website that reaches the Hispanic/Latino communities with educational information from all NASA Centers and Enterprises.

The U.S. Department of Health and Human Services' National Institutes of Health (NIH) exem-

plifies another agency that has long been at the forefront of both practicing outreach and encouraging the participation of minority subjects in its clinical studies. Since 1985, when the Public Health Service Task Force on Women's Health publicized the need to include minorities in clinical studies, NIH has encouraged minority participation. The policy was revised in 1994 to require the participation of minorities in all clinical research studies to the extent that organizations receiving grants to conduct clinical research are now required to submit reports to NIH on the number of minorities participating in their studies. More recently, NIH adopted the 1997 OMB revised minimum standards for maintaining, collecting and presenting data on race and ethnicity for all grant applications, contract and intramural proposals, and for all active research grants, cooperative agreements, and contract and intramural projects. These standards include two ethnic categories (Hispanic or Latino, and Not Hispanic or Latino) and five racial categories (American Indian or Alaska Native, Asian, black or African American, Native Hawaiian or Other Pacific Islander, and white). NIH has applied this policy to all new applications and proposals, annual progress reports, competing continuation applications, and competing supplemental applications for research grants, contracts and intramural projects as of January 10, 2002. NIH has detailed its legacy of inclusion policies in an extensive outreach manual, *Outreach Notebook for the Inclusion, Recruitment and Retention of Women and Minority Subjects in Clinical Research.*

Another example is the work of the U.S. Department of Housing and Urban Development (HUD) in the *colonias*, impoverished rural areas along the Texas/Mexico border. HUD has conducted extensive outreach across local, state, federal and international agencies to draw on their collective resources to improve the health, education and housing needs of this community. Among the federal agencies that have been engaged in this effort are the departments of Education, Health and Human Services, and Agriculture, and the Small Business Administration. This collaboration has already produced important educational opportunities. HUD recently donated 500 excess computers to the children of the *colonias.* The children use the computers to do their homework, and parents learn and practice keyboard techniques.

Finally, in order for the two recommended strategies to be effective, it is important that the responsibility for gathering and reporting the data must then be placed at the highest levels of the department or agency. The Commission was able to observe the correlation between the quality and quantity of the information submitted and the personnel that were delegated the task of compiling and reporting of the same.

Sample Standards of Performance

Green

- Significant efforts—in the form of effective outreach strategies that engage Hispanic Americans throughout the educational continuum—have been undertaken to increase the participation of Hispanic Americans in federal education programs and services.
- The department disaggregates data and is able to account for a substantial increase in the number of entities (Hispanics, Hispanic-serving institutions, Hispanic-serving school districts and other educational Hispanic-serving organizations) that participated in its educational programs and services.
- The department is able to show measurable results from the resources it devoted to increasing the participation of Hispanic Americans in its education programs and services. Results are quantified and comprise specific increases or improvements in such areas as: enrollment rates in college; graduation rates (high school or college); reading, math, or science scores of children; number of parents participating in parent academies; K-16 partnerships; etc.

Yellow

- New or moderate efforts—in the form of effective outreach strategies that engage Hispanic Americans throughout the educational continuum—have been undertaken to increase the participation of Hispanic Americans in federal education programs and services.
- The department has begun to disaggregate data and is able to account for moderate increases in the number of entities (Hispanics, Hispanic-serving institutions, Hispanic-serving school districts, and other educational Hispanic-serving organizations) that participated in its educational programs and services.
- The department has demonstrated efforts to measure results from the resources it devotes to increasing the participation of Hispanic Americans in its education programs and services. Department is instituting measurements that will track and quantify specific increases or improvements in such areas as: enrollment rates in college; graduation rates (high school or college); reading, math, or science scores of children; number of parents participating in parent academies; K-16 partnerships; etc.

Red

- Little or no efforts have been undertaken to increase the participation of Hispanic Americans in federal education programs and services.
- The department does not disaggregate data and is not able to account for the number of entities (Hispanics, Hispanic-serving institutions, Hispanic-serving school districts and other educational Hispanic-serving organizations) that participated in its educational programs and services.
- The department is not able to show any results from the resources it devoted to increasing the participation of Hispanic Americans in its education programs and services.
- Department or agency submitted an incomplete or no report.

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Acknowledgments

On behalf of our colleagues on the Commission, we would like to express our deep appreciation to State Farm Insurance Companies for being the national sponsor of the Commission. We are also deeply appreciative of The Coca-Cola Company and Texas Instruments for supporting our initiatives and providing for the town hall meetings.

We extend special thanks to Speaker of the House J. Dennis Hastert for hosting the Commission on Capitol Hill along with a bipartisan delegation of more than 40 Members of Congress.

We want to convey our gratitude to the White House Initiative staff which, under the leadership of Executive Director Leslie Sanchez, assisted us in our work and helped prepare this report. The staff includes: David Almacy, Webber Barton, Adam Chavarria, Monica Kibler, Syddia Lee-Chee, Denise Rodriguez-Lopez, Sophia Stampley, and Congressional Hispanic Caucus Institute fellows Heidy Servin-Baez and Edgar Zazueta.

We are indebted to the many individuals who assisted us at various times throughout the course of our work, including: Clifford Adelman, Ruben Barrales, David Berthiaume, Charles P. Blahous, Ph.D., Beth Ann Bryan, Anna Cabral, Charley Diaz, Tom Finch, Brian Fitzgerald, Ed.D., Francisco Garcia, Abel Guerra, Cathleen M. Healy, M. Rene Islas, Jeffrey M. Lubell, David Lizarraga, Peggy McCardle, Ph.D., Sara Martinez Tucker, Gloria Mounts, Harry P. Pachon, Ph.D., Sarah Pfeifer, Valerie F. Reyna, Ph.D., Raul Romero, Frank Ros, Tom Snyder, Kathy Stack, Barry Stevens, Kimberly Strycharz, Susan Winchell as well as numerous employees of the United States departments of Housing and Urban Development, Education and Treasury and the Small Business Administration.

We want to acknowledge Peter Gallagher of America's Promise, Yurima Jimenez of Tormont Publications, Keith Mitchell with Apple Computer, Inc., William C. Pelzar of CollegeBoard.com and Jorge Plascencia of Hispanic Broadcasting Corporation for their help and assistance in launching www.YesICan.gov/YoSiPuedo.gov.

We are grateful for the expertise provided by G. Reid Lyon, Ph.D., chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health, and Russ Whitehurst, Ph.D., director, Institute of Education Sciences.

We also wish to acknowledge the special contributions of Treasurer of the United States Rosario Marin and Department of Education General Counsel Brian Jones for making the town hall meetings such a success.

We are indebted to the numerous individuals in schools, universities, community and faith-based organizations, businesses and government throughout the country who provided the facilities and staff that contributed to the success of our community events.

We wish to thank all those individuals who provided expert testimony to the Commission, and to the countless students, parents, educators and community leaders who participated in our events.

Finally, we extend special thanks to those individuals who contributed technical expertise, research and editorial support, including: Jay Diskey, president, Diskey and Associates; Janice Dodge, president, Antrim Editorial Services; John Lee, president, JBL Associates, Inc.; William C. Pelzar of the College Board; and Chad Wooten, Fire Esc, Inc.

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Commission Meetings and Events

Full Commission Meeting, Swearing-In Ceremony and Orientation

February 27-28, 2002
The Mayflower Hotel
Washington, D.C.

Presentations:
Christopher J. Barbic, founding director, Yes College Preparatory School

Ruben Barrales, deputy assistant to the President and director of Intergovernmental Affairs

Antonio R. Flores, Ph.D., president and chief executive officer, Hispanic Association of Colleges and Universities

The Honorable Alberto Gonzales, White House counsel to the President

Abel Guerra, associate director, Office of Public Liaison

The Honorable William D. Hansen, deputy secretary, United States Department of Education

The Honorable J. Dennis Hastert, Speaker of the House of Representatives

Sergio Quijano Kapfer, Office of the General Counsel, United States Department of Education

The Honorable Mel Martinez, Secretary of the United States Department of Housing and Urban Development

Gloria Mounts, committee management officer, United States Department of Education

Leonard B. Rodriguez, White House

Second Full Commission Meeting

April 17-18, 2002
The Venetian Hotel
Las Vegas, Nev.

Presentations:
Costanza Eggers-Pierola, project director, Center for Children and Families Education Development Center

Teri Flack, deputy commissioner, Texas Higher Education Coordinating Board

Steve Murdock, Ph.D., head, Department of Rural Sociology, Texas A&M University

David Valladolid, president and chief executive officer, Parent Institute for Quality Education

Town Hall Meeting

April 17, 2002
Rancho High School
Las Vegas, Nev.

Presentations:
Jaime A. Escalante, teacher and commissioner, President's Advisory Commission on Educational Excellence for Hispanic Americans

Robert Chesto, principal, Rancho High School

Peter Gallagher, chief executive officer, America's Promise

Carlos Garcia, superintendent, Clark County School District, Las Vegas, Nev.

Polly Gonzalez, anchorwoman, KLAS-Channel 8

The Honorable Rosario Marin, Treasurer of the United States

The Honorable Rod Paige, Secretary of the United States Department of Education

School Visit
April 18, 2002
C.P. Squires Elementary School
Las Vegas, Nev.

Carol Lark, principal, C.P. Squires Elementary School

Town Hall Meeting
June 19, 2002
Vieau K-8 School
Milwaukee, Wis.

Presentations:
Lourdes Castillo Uribe, principal, Vieau Elementary School

The Honorable Margaret Farrow, lieutenant governor, State of Wisconsin

Patricia Gomez, producer and host, *¡Adelante!*

The Honorable Brian Jones, general counsel, United States Department of Education

Spence Korte, superintendent, Milwaukee Public Schools

The Honorable Rosario Marin, Treasurer of the United States

Enedelia Schofield, Esq., co-chair, President's Advisory Commission on Educational Excellence for Hispanic Americans

Educator Working Group Meeting
June 20, 2002
The Radisson Hotel
Milwaukee, Wis.

Chair: Christopher J. Barbic

Presentations:
Alvaro Garcia-Velez, president, Notre Dame Middle School for Girls (Milwaukee)

Sherry Street, project director, American Education Reform Council

Town Hall Meeting
June 24, 2002
Solidarity Mission Village
Atlanta, Ga.

Presentations:
Anna Cablik, president, Anatek, Inc.

Anna Maria Farias, Esq., deputy assistant secretary, United States Department of Housing and Urban Development

Gareth Genner, director, Solidarity School

Frank J. Hanna, Esq., co-chair, President's Advisory Commission on Educational Excellence for Hispanic Americans

The Honorable Brian Jones, general counsel, United States Department of Education

The Honorable Rosario Marin, Treasurer of the United States

Enedelia Schofield, Esq., co-chair, President's Advisory Commission on Educational Excellence for Hispanic Americans

Family Working Group Meeting
June 25, 2002
The Sheraton Midtown Atlanta at Colony Square
Atlanta, Ga.

Chair: Ofelia S. Vanden Bosch

Presentations:
Joan G. Carson, Ph.D., professor, Department of Applied Linguistics, Georgia State University

Government Resources and Accountability Working Group Meeting

July 12, 2002
The Mayflower Hotel
Washington, D.C.

Chair: Altagracia "Grace" Ramos (Designee)

Presentations:
The Honorable William D. Hansen, deputy secretary, United States Department of Education

Jeffrey M. Lubell, director of research and policy, United States Department of Housing and Urban Development

Community Partnerships Working Group Meeting

July 15, 2002
The East Los Angeles Community Union Headquarters
Los Angeles, Calif.

Chair: Francisco J. Paret

Presentations:
Frank Alderete, executive director, Federal Educational Programs, The East Los Angeles Community Union

Michael Alvarado, scholarship program director, The East Los Angeles Community Union Education Foundation

Pete Placencia, coordinator, The East Los Angeles Community Union Health Careers Program

School Visit

July 15, 2002
Puente Technology Center
Los Angeles, Calif.

Presentations:
Sister Jennie Lechtenberg, executive director, Puente Technology Center

Leslie Sanchez, executive director, White House Initiative on Educational Excellence for Hispanic Americans

Jon Secada, member, President's Advisory Commission on Educational Excellence for Hispanic Americans

Town Hall Meeting

July 15, 2002
Huntington Park High School
Huntington Park, Calif.

Presentations:
Maria Hernandez Ferrier, Ed.D., director, Office of English Language Acquisition, United States Department of Education

Robert Edmund Hinojosa, principal, Huntington Park High School

The Honorable Brian Jones, general counsel, United States Department of Education

The Honorable Rosario Marin, Treasurer of the United States

Francisco J. Paret, member, President's Advisory Commission on Educational Excellence for Hispanic Americans

Leslie Sanchez, executive director, White House Initiative on Educational Excellence for Hispanic Americans

Jon Secada, member, President's Advisory Commission on Educational Excellence for Hispanic Americans

Public Awareness and Motivation Working Group

July 22, 2002
Miami–Dade Community College, Wolfson Campus
Miami, Fla.

Chair: Charles P. Garcia, Esq.

Presentations:
Eduardo Padron, president, Miami–Dade Community College

Third Full Commission Meeting

August 5-6, 2002
The Westgate Hotel
San Diego, Calif.

Presentations:
Robert Bernal Aguirre, chairman, Hispanic Council for Reform and Educational Options

Ginger Hovenic, president, Business Roundtable for Education

G. Reid Lyon, Ph.D., chief, Child Development and Behavior Branch, National Institute of Child Health and Human Development

The Honorable Gaddi H. Vasquez, director, Peace Corps

Working Group Meetings

October 10-11, 2002
Orlando, Fla.

Chairs: Christopher J. Barbic, Charles P. Garcia, Esq., Francisco J. Paret, Rene Vazquez, M.D., (Designee), Enedelia Schofield, Esq. (Designee)

Fourth Full Commission Meeting

December 16-17, 2002
The Marriott Marquis
New York, N.Y.

Presentations:
Carolyn Bacon, executive director, O'Donnell Foundation

Wilbert Bryant, deputy assistant secretary for Higher Education Programs, United States Department of Education

Anne Coles, Ed.D., senior vice president, College Access Services, The Education Resources Institutes

Sandra Dean, director of special programs, Durham District School Board, Canada

Brad Duggan, president, National Community Education Association

Ricardo R. Fernandez, Ph.D., president, Lehman College

Arthur Hauptman, public policy consultant

Antonio Perez, Ed.D., president, Borough of Manhattan Community College

Margarita Pinkos, Ed.D., director of ESOL, Palm Beach County

Jean Rutherford, Ed.D., director of education initiatives, National Community Education Association

Teresa Sullivan, Ph.D., executive vice chancellor for academic affairs, University of Texas at Austin

Roberto Suro, director, Pew Hispanic Center

John L. Winn, deputy secretary for accountability, research and measurement, Florida Board of Education

Fifth Full Commission Meeting (Conference Call)

March 14, 2003
Loews L'Enfant Plaza
Washington, D.C.

Biographies

Commissioners

Frank J. Hanna, Esq., Atlanta, Ga. (co-chair)
Hanna is chief executive officer of HBR Capital, Ltd., a merchant banking firm, and has started and backed a number of successful financial-service and information-processing businesses. He has a strong interest in education, has helped found three schools in Atlanta and has served on the Archdiocese of Atlanta education task force. A frequent speaker on issues of faith as they pertain to business practices, he is active in efforts that serve children and the poor. A graduate of the University of Georgia's business college in 1983 and law school in 1986, Hanna was a Truman Scholar and a National Merit Scholar.

Endelia Schofield, Esq., Hillsboro, Ore. (co-chair)
Schofield is principal of W. L. Henry Elementary School in Hillsboro, Ore. Her extensive experience in public education includes seven years as an elementary school principal and nine years as an elementary school teacher. She had significant involvement in staff and curriculum development and success in increasing student achievement. Schofield earned a master of arts degree from Portland State University, a doctor of jurisprudence from Northwestern School of Law, and a bachelor of arts from Pacific University. She is a member of the Oregon Bar.

Micaela Alvarez, Esq., McAllen, Tex.
Alvarez has been a partner with Hole & Alvarez, L.L.P., in McAllen, Texas, since 1997. She has established an impressive legal career that includes a term as presiding judge of the 139th Judicial District Court in Hidalgo County, Texas. Alvarez serves on the boards of the McAllen Medical Center and the state Office of Risk Management. She also chairs the McAllen Advisory Board. Alvarez earned a doctor of jurisprudence degree from the University of Texas School of Law in 1989 and a bachelor of social work degree from the University of Texas in 1980.

Christopher J. Barbic, Houston, Tex.
Barbic is the founding director of YES College Preparatory School. As the only state-chartered public high school in Houston providing inner-city students with a rigorous college preparatory curriculum, YES College Prep is aggressively addressing the inequities in urban education through a focused mission of preparing students for college and graduation. Ranked the highest-performing high school on the Texas Assessment of Academic Skills testing, YES serves predominantly low-income students from the Hispanic community. Barbic holds a bachelor of arts degree in English and Organizational Development from Vanderbilt University.

Fernando "Frank" Caldeiro, League City, Tex.
Caldeiro is a National Aeronautics and Space Administration (NASA) astronaut qualified for flight assignment as a mission specialist. Caldeiro is assigned technical duties in the Astronaut Office Station Operations Branch, where he serves as lead astronaut for European-built station models. Caldeiro received an associate degree in applied science in Aerospace Technology from the State University of New York at Farmingdale in 1978, a bachelor of science degree in mechanical engineering from the University of Arizona in 1984, and a master of science degree in engineering management from the University of Central Florida in 1995.

Jose G. Canchola, Tucson, Ariz.
Canchola is chairman of the Canchola Group, a holding company of several restaurant franchises in Tucson and Nogales, Ariz. Canchola was a member of the McDonalds Corporation Operators Advisory Board from 1981 to 1993 as well as National Franchise Director. Canchola serves on the board of directors of the Tucson Electric Power Company and of the Northern Trust Bank in Tucson. Previously, he held a range of prominent local and national positions, including chairman of the U.S. Hispanic Chamber of Commerce and Mayor of the City of Nogales, Ariz. Canchola is also an investor in the Arizona Diamondbacks. He was educated at various institutions, including the New York Institute of Finance, New York University, the University of Chicago, and the University of Oklahoma.

Jaime A. Escalante, Roseville, Calif.
In 1974, Escalante was hired as a mathematics teacher at Garfield High School in East Los Angeles, Calif., a troubled inner-city school. His success in teaching advanced mathematics to inner-city students was portrayed in the 1988 Academy Award-nominated film *Stand and Deliver.* His many teaching awards include the Presidential Medal for Excellence in Education and the Andres Bello Prize from the Organization of American States. He is a recipient of the Freedom Forum's Free Spirit award and an inductee in the National Teachers Hall of Fame. He also hosted the PBS classroom television series "FUTURES with Jaime Escalante," a popular instructional program. He holds a bachelor of arts degree from California State University, Los Angeles.

Charles P. Garcia, Esq., Boca Raton, Fla.
Garcia has served as chairman and chief executive officer of Sterling Financial Investment Group since the founding of the company in September 1997. Today, the company is organized as a global organization and was

honored by the University of Florida as Fastest Growing Privately Held Firm. In June 2001, Florida Gov. Jeb Bush appointed Garcia to a newly formed Florida Board of Education. Garcia is the only Hispanic on the seven-member board, which is frequently referred to as the education "super board." For his contributions to the Hispanic community, *Hispanic Business* magazine identified Garcia as one of the "100 most influential Hispanics in the United States." Garcia is a graduate of the U.S. Air Force Academy and holds a master's degree from the University of Oklahoma and a juris doctorate from Columbia Law School.

Norma S. Garza, Brownsville, Tex.
Garza is founder and chair of the Brownsville READS Task Force. She served on former Gov. George Bush's Focus on Reading Task Force and the Governor's Special Education Advisory Committee. She also served as a Texas panel member of Academics Goals 2000 and received the Texas State Board of Education "Heroes for Children" award. Garza is a member of the International Dyslexia Association and serves as a strong advocate for business community involvement in education. A graduate of Southern Methodist University, she works as a certified public accountant and is a member of the National Reading Panel.

Alexander Gonzalez, Ph.D., San Marcos, Calif.
Gonzalez is president of California State University, San Marcos. Previously, he was the provost and vice president for academic affairs at California State University in Fresno. Gonzalez has served on the California State University System Commission on Financial Aid, the Institute for Teaching and Learning, and the Commission on Educational Equity. He is a member of the San Diego Economic Development Corporation and the Greater San Diego Chamber of Commerce. Gonzalez has also served as commissioner of the Western Association of Schools and Colleges and as a member of the Advisory Board of the Hispanic Scholarship Fund, the Council of Representatives of the National Association of State Universities and Land Grant Colleges, and the Council of Representatives of the American College Board. A graduate of Pomona College, he attended Harvard Law School and earned a doctorate in psychology from the University of California in Santa Cruz.

Miguel A. Hernandez Jr., Sea Brook, Tex.
Founder and chief executive officer of Hernandez Engineering Inc., the eleventh largest minority-owned business in the United States, Hernandez helped initiate NASA's Apollo Space program. Hernandez was named the first Hispanic Business Entrepreneur of the Year. His company, which specializes in manned space flight operations, was chosen for creating innovative marketing strategies, overcoming the challenge of competing with larger companies, growing at an annual rate of 123 percent between 1986 and 1990, and contributing to the community. Hernandez volunteers his time and resources with several organizations, including the Hispanic College Fund, the National Hispanic Institute, and Hispanic Outreach Pathways to Education. He earned a bachelor's degree in engineering and a master's degree in systems management from the University of Florida.

Rev. Jose Hoyos, Dale City, Va.
Hoyos is the pastor of the Holy Family Church in Dale City, Virginia. In 1995, the Governor of Virginia appointed him as a member of the state Volunteers and Community Work Commission. He was a founder of the Arlington Hispanic Council and of Marcelino Pan y Vino, a nonprofit organization. He has been a columnist for *Diario de Hoy* in San Salvador, El Salvador, since 1997, and has contributed to *La Nación*, a newspaper distributed in the Washington, D.C., metropolitan area. He has created television and radio programs serving Virginia, Maryland and the District of Columbia since 1996. Previously, Hoyos was the associate pastor of St. Anthony of Padua Catholic Parish in Falls Church, Virginia, and Judge of the Ecclesiastical Tribunal for the Diocese of Arlington, Virginia. Hoyos obtained a master of divinity degree from Catholic Theological Union in Chicago, Illinois.

Patricia J. Mazzuca, Philadelphia, Pa.
Mazzuca is principal of Roberto Clemente Middle School, Philadelphia's largest middle school. The school serves as an international model for multicultural education and technology programs in inner-city schools. Mazzuca has received numerous awards for her leadership in education and has been a frequent lecturer, guest speaker and panelist—locally, regionally and nationally. Mazzuca has extensive experience in bilingual education, technology/curriculum integration, and assessment and analysis. Mazzuca earned a degree in elementary and secondary school principalship from Trenton State College, a master of education degree in special education from Temple University and a master's of psychology degree from the University of Puerto Rico, Rio Piedras.

Francisco J. Paret, Palo Alto, Calif.
Francisco Paret is presently managing partner of Aldamar Partners, an investment banking boutique providing independent financial advisory services.

Previously, Paret was a senior investment banker in the Technology Investment Banking Group with Credit Suisse First Boston Corporation. He has also held positions with ING Barings Securities; with Bear, Stearns & Co., Inc.; and with Prudential Securities Inc. Paret is a founding partner and member of Social Venture Partners of the San Francisco Bay Area, focused on issues of youth and education. He also serves on the board of directors of Opportunities Industrialization Center West, and on the board of advisors of Hispanic-Net, a non-profit organization that seeks to advance Hispanic entrepreneurship. He received a master's degree in business administration from The Wharton School at the University of Pennsylvania, and a bachelor of science degree in business administration from Georgetown University in Washington, D.C.

Altagracia "Grace" Ramos, Beavercreek, Ohio
Grace Ramos is a commissioner with the Ohio Civil Rights Commission in Columbus, Ohio. Previously, Ramos held positions with the U.S. Department of Housing and Urban Development and the Office of Public Liaison at the White House. She has been active in a variety of community groups, including the Ohio Baptist Convention Hispanic Task Force, the Dayton Area Baptist Association, the Greater Dayton Area United Way, the Ohio Welfare Conference, the U.S. Hispanic Chamber of Commerce and the Hispanic Youth Foundation. Ramos has received numerous awards, including selection by the *Dayton Daily News* as one of the "Ten Top Women." She also received the Ohio Distinguished Hispanic Award and the Ohio Woman of Courage Award in Government. She attended San Bernardino College.

Van D. Romero, Ph.D., Albuquerque, N. Mex.
Romero is the vice president for research and economic development at the New Mexico Institute of Mining and Technology. Romero is also a professor of physics at New Mexico Tech. He received his bachelor of science and master of science in physics from the New Mexico Institute of Mining and Technology and his Ph.D. in Physics from the State University of New York.

Jon Secada, Miami, Fla.
Jon Secada, a Grammy Award-winning artist, is a pioneer musician of the Latin fusion sound. His music, influenced by his upbringing in Miami's melting pot, seamlessly mixes pop, rock and jazz into the instantly recognizable Secada sound. He is both a critical success among music's cognoscenti and a popular success, selling nearly 20 million albums worldwide. In addition to his phenomenal solo career, he has co-written songs with pop luminaries Gloria Estefan, Ricky Martin and Jennifer Lopez. Secada's artistry is informed by his education from the University of Miami, where he received both a Bachelor of Arts and a Masters Degree in jazz vocal performance.

Ofelia S. Vanden Bosch, Wimberly, Tex.
Vanden Bosch recently retired after a career in public service working for Victoria County, Harris County, the Houston Chamber of Commerce, the City of Houston and the State of Texas. Her last position, from 1995 to 2000, was as administrative assistant to the Governor of Texas. Previously, she worked for the City of Houston from 1964 to 1974 and again from 1983 to 1994, where she served two mayors and two city department directors. From 1975 to 1982, Vanden Bosch worked for the president of the Houston Chamber of Commerce and the Texas Secretary of State.

Rene Vazquez, M.D., San Juan, P. R.
Vazquez's distinguished career in medicine and public service has led him to operate one of the largest ophthalmology clinics in Puerto Rico. He currently has a private practice in pediatric ophthalmology in Hato Rey, Puerto Rico. Vazquez has served in various positions at Municipal Hospital, in the Ophthalmology Department of the University of Puerto Rico School of Medicine, and as chief of pediatric ophthalmology with San Jorge Children's Hospital. He has published articles on various aspects of pediatric ophthalmology. Vazquez received his bachelor's and medical degrees from the University of Puerto Rico.

Octavio J. Visiedo, Coral Gables, Fla.
Octavio Visiedo was formerly the superintendent of schools in Dade County, Fla., the country's fourth largest school district. After serving six years in that position, Visiedo resigned and, in 1999, became one of the four founders of Chancellor Academies, Inc., a leading developer and manager of high-quality, public charter schools and independent private schools serving students from pre-kindergarten through grade 12. Visiedo received both his bachelor of arts in history and master of education degrees from the University of Miami. He is a visiting professor at Florida International University.

Ex-Officio Members

The Honorable Rod Paige, Secretary of the United States Department of Education
Secretary Paige was confirmed by the United States Senate as the seventh secretary of education on January 20, 2001,

following the inauguration of President George W. Bush. Born in Monticello, Miss., Secretary Paige is the son of public school educators. He earned a bachelor's degree from Jackson State University in Mississippi and a Master's degree and a doctorate from Indiana University. Although Secretary Paige first distinguished himself coaching college-level athletics, he always has been committed to public education and the preparation of teachers to excel in their profession. He served for a decade as dean of the College of Education at Texas Southern University.

The Honorable Mel Martinez, Secretary of the United States Department of Housing and Urban Development
Secretary Martinez is the nation's 12th secretary of Housing and Urban Development. He was unanimously confirmed by the United States Senate and took his oath of office on January 24, 2001. In nominating Martinez, President George W. Bush said: "Since leaving his Cuban homeland as a boy, Mel Martinez has been the embodiment of the American dream and has had great success in helping the people of his community obtain affordable housing and urban services." His work in the public and private sectors, active involvement in community activities and understanding of the work of faith-based social service agencies make him particularly well suited to serve as leader of the United States Department of Housing and Urban Development.

The Honorable John W. Snow, Secretary of the United States Department of the Treasury
President George W. Bush nominated John William Snow to be the 73rd secretary of the Treasury on January 13, 2003. The United States Senate unanimously confirmed Snow to the position on January 30, 2003, and he was sworn into office on February 3, 2003. As secretary of the Treasury, Snow works closely with President Bush to strengthen economic growth and create jobs. Snow was chairman and chief executive officer of CSX Corporation, where he successfully guided the transportation company though a period of tremendous change. During Snow's 20 years at CSX, he led the corporation to refocus on its core railroad business, dramatically reduce injuries and train accidents, and improve its financial performance.

The Honorable Hector V. Barreto, Administrator of the United States Small Business Administration
By unanimous vote, the United States Senate confirmed Hector V. Barreto as the 21st administrator of the Small Business Administration on July 25, 2001. President George W. Bush nominated him to the post. As SBA Administrator, Barreto directs the delivery of financial and business development programs to America's entrepreneurs. With a portfolio of direct and guaranteed business loans and disaster loans worth more than $45 billion, SBA is the nation's largest single financial backer of small business.

Ex-Officio Designees

Fred C. Armendariz, associate deputy administrator, United States Small Business Administration
Armendariz is the associate deputy administrator for Government Contracting and Business Development for the Small Business Administration. In this position, he serves as the principal advisor to the Administrator on all government contracting and business development issues. He establishes and implements all policies and procedures for the operation, improvement, and oversight of the Offices of Government Contracting, Business Development, HUBZone Empowerment Contracting, and Policy, Planning, and Liaison, including the Offices of Technology, Size Standards, and Policy and Research.

Anna Maria Farias, deputy assistant secretary, United States Department of Housing and Urban Development
Farias is the deputy assistant secretary for Special Initiatives under the auspices of Community Planning and Development in the Department of Housing and Urban Development. She recently served as senior counsel for HUD Secretary Mel Martinez. From November 1992–2000, Farias served as the executive director of the Crystal City Housing Authority in Texas. She received 13 National Awards of Merit and the Presidential National Award for being the only executive director in the country to reside in public housing.

Maria Hernandez Ferrier, director, Office of English Language Acquisition, United States Department of Education
Hernandez Ferrier was appointed to the position of director of the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) on March 8, 2002. In her position, Ferrier serves as principal adviser to the secretary of education on all matters related to limited English-proficient students. In Ferrier's 17 years of experience as an educator, she created numerous award-winning models for assisting underserved children and youth.

The Honorable Rosario Marin, Treasurer of the United States
Marin, of Huntington Park, California, was sworn in as the 41st Treasurer of the United States on August 16, 2001. Marin is the first Mexican-born United States Treasurer to hold this office. She is also the highest Latina to serve in President George W. Bush's administration. Before taking this office, Marin served as mayor and councilwoman of Huntington Park, a city of 85,000 residents, with a population that is 99 percent Hispanic.

White House Initiative Staff

Leslie Sanchez, executive director
As executive director of the White House Initiative, Sanchez is privileged to work with a Presidential Advisory Commission to advise on the needs of Hispanic students. A native of Texas, Sanchez has held a number of positions throughout the Washington, D.C., area. She directed the Republican National Committee's Hispanic marketing effort for the 2000 elections and served as a legislative aide to U.S. Rep. Henry Bonilla (R-TX). She was named one of *Hispanic Business* magazine's "100 Most Influential Hispanics." Sanchez is a graduate of The George Washington University, and she earned a master of business administration in Marketing from Johns Hopkins University.

Adam Chavarria, associate director
Chavarria serves as the associate director of the White House Initiative. Previously, he served as the executive director of the Hispanic College Fund (HCF), a national non-profit organization founded by Hispanic business leaders in 1993. He has also served as an active member of the United States Senate Republican Conference Task Force on Hispanic Affairs Advisory Committee since 1991. A native of Harlingen, Texas, Chavarria earned his undergraduate degree in Political Science and masters in Public Administration from the University of Minnesota.

Syddia Lee-Chee, director of marketing and public affairs
Before joining the White House Initiative, Lee-Chee was the national marketing and media liaison for Hispanic Affairs at the United States Department of Treasury, where she developed new marketing strategies and partnerships for marketing Treasury Securities. Lee-Chee also held a number of key marketing positions in multinational corporations such as Gillette, Inc., and served as executive director of the Panamanian Advertising Council. She is an active community volunteer, founder of several chapters in Latin America of AIESEC, the largest student global business network. Lee-Chee holds a bachelor's degree in Business Administration with a major in Accounting from Santa Maria La Antigua University in Panama, and graduated from Georgetown University, School of Continuing and Professional Studies.

Denise Rodriguez-Lopez, director of policy development
Prior to joining the White House Initiative, Rodriguez-Lopez served as the director of government affairs and legislative policy for the Cuban American National Council. A native of New York, she has also held the positions of director of the regional offices division for the Puerto Rico Federal Affairs Administration and administrative counsel for the Puerto Rico Electric and Power Authority. She earned a bachelor's degree in business administration and a juris doctorate from the University of Puerto Rico Law School. She is working towards her master of law in Government Contracts at The George Washington University Law School.

J. David Almacy, strategic partnerships and communications
Almacy joined the White House Initiative staff in November 2002 after two years with GovTech Solutions, a political Internet communications firm specializing in the design and development of campaign, Congressional and federal government Web sites. A native of Washington, D.C., Almacy brings an extensive public affairs and marketing background that includes a White House internship and prior work for the Republican National Committee, Phi Delta Theta Fraternity, *Washington Business Journal* and C-SPAN. He is a graduate of Widener University, where he earned his undergraduate degree in marketing and political science.

Webber Barton, special assistant, policy development
Barton developed an interest in helping the Hispanic community during her time as an intern in the White House Office of Political Affairs, where she assisted with Hispanic outreach efforts. After graduating from the University of the South in May 2002 with a bachelor's degree in Spanish, she joined the White House Initiative to focus on education issues specifically addressing the needs of Hispanic students.

Heidy Servin-Baez, congressional fellow
Born in Mexico and raised in Corvallis, Ore., Servin-Baez is a fellow with the Congressional Hispanic Caucus Institute for the year. She is a graduate of the University of San Francisco, where she earned her undergraduate degree in International Business and a minor in economics and French.

Edgar Zazueta, congressional fellow
Zazueta has been a part of the White House Initiative staff since August of 2002; he is a public policy fellow with the Congressional Hispanic Caucus Institute. He is a graduate of the California State University, Fullerton, where he earned a bachelor's degree in Political Science.

The Commission wishes to specifically acknowledge the support of Monica Kibler and Sophia Stampley during the development of this report.

White House Initiative on Education Excellence for Hispanic Americans
Fulfilling Federal reporting requirements of Executive Order 13230

I. Efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services.

a) What specific programs, projects, or initiatives did your Department undertake in fiscal year 2002 to increase the level of participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans (entities) in Federal education programs and services? (Please be brief and concise. For each program, project, or initiative listed, please indicate whether it is a new or continued effort, the amount of your Department's budget that was devoted to implementing it, the number of participating entities, the number of participating Hispanic Americans, the amounts in which these were different from the previous fiscal year, and the totals you expect for the next fiscal year.)	New effort	Continued effort	$ allocated (in millions)	$ change from prior FY (+/- in millions)	$ you plan to allocate next FY (in millions)	# of participating entities	# change from prior FY (+/-)	# of participating entities you plan to reach next FY	# participating Hispanics	# change from prior FY (+/-)	# of participating Hispanics you plan to reach next FY
	☐	☐									
	☐	☐									
	☐	☐									
	☐	☐									
	☐	☐									
	☐	☐									
Totals											

b) Regarding your Department's budget, please indicate what percent was allocated for the programs, projects, and initiatives described above. Also, indicate what percent of your Department's budget was allocated for education. Of this amount, what percent was devoted to Hispanic education programs and services? Finally, of your Department's discretionary funds, what percent was devoted to education? Indicate what percent of this amount was devoted to Hispanic education programs and services.	% of budget to programs listed	% of budget to education	% of education budget to Hispanics	% of discretionary funds to education	% of education discretionary funds to Hispanics

c) What specific steps did your Department take to ensure these programs, projects, and initiatives were institutionalized and made part of its on-going efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services?

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Fulfilling Federal reporting requirements of Executive Order 13230

II. The measurable impact resulting from these efforts and levels of participation.

a) To what extent have (*or will*) the programs, projects, or initiatives undertaken by your Department help students to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's *No Child Left Behind* Act?

b) To what extent have (*or will*) the programs, projects, or initiatives undertaken by your Department help Hispanic *parents, educators, and communities* successfully prepare children to graduate from high school and attend postsecondary institutions?

c) Highlight models of success that helped improve achievement among Hispanic students through coordinated efforts among parents, community leaders, business leaders, educators and public officials.

d) Finally, please describe any public/private partnerships that your Department has or will undertake as part of your efforts to meet the educational needs of Hispanic Americans.

Hispanic Educational Expenditures as Percent of Agency Education Budgets

Agency (FY2002, in thousands)	Education Budget as Reported by NCES	Hispanic Education Expenditures as Reported to the Commission	% of Education Budget
U.S. Department of Education	47,769,284	6,927,000	14.50%
U.S. Department of Agriculture	11,896,064	34,171	0.29%
U.S. Department of Commerce	133,360	6,799	5.10%
U.S. Department of Defense	4,749,222	260	0.01%
U.S. Department of Energy	3,625,124	28,610	0.79%
U.S. Department of Health and Human Services	22,858,490	2,159,380	9.45%
U.S. Department of Housing and Urban Development	1,300	9,500	730.77%*
U.S. Department of Interior	1,185,653	1,733	0.15%
U.S. Department of Labor	6,364,200	489,562	7.69%
U.S. Department of Transportation	144,379	2,514	1.74%
U.S. Department of Treasury	139,000	1,356	0.98%
U.S. Department of Veterans Affairs	2,301,273	99,027	4.30%
U.S. Agency for International Development	462,500	4,800	1.04%
National Aeronautics and Space Administration	2,066,869	47,365	2.29%
National Endowment for the Arts	10,854	50	0.46%
National Endowment for the Humanities	103,000	2,600	2.52%
National Science Foundation	3,230,812	71,100	2.20%
Totals	**$107,040,084**	**$9,884,740**	**9.24%**

*The amount HUD reported to the Commission exceeded the amount it reported to NCES. Thus, the percentage was not included in the calculation in order not to skew the total percentage.

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Summary of Federal Responses

This chart shows the range of responses from 29 Federal departments and agencies to a series of questions designed to assess efforts to increase the participation of Hispanic Americans in Federal education programs and services. Entities are defined as Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans.

Federal Departments and Agencies	# Educational Programs to Hispanics	% of Budget to Programs Reported	$ Allocated (in millions)	# Participating Entities	# Participating Hispanics
Central Intelligence Agency	3	N/A	0.24	9	4,009
Environmental Protection Agency					
General Services Administration	N/R	N/R	N/R	N/R	N/R
National Aeronautics and Space Administration	172	0.32%	47.364	24,586	17,985
National Endowment for the Arts	5	0.06%	0.05	18	680
National Endowment for the Humanities	4	2.50%	2.60	77	N/A
National Science Foundation	N/R	N/R	71.70	N/R	N/R
Office of Personnel Management	2	0.42%	0.273	5	24
Smithsonian Institution					
Social Security Administration	N/A	N/A	N/A	N/A	N/A
U.S. Agency for International Development	5	0.00	4.80	9	97
U.S. Air Force	N/R	N/R	N/R	N/R	N/R
U.S. Army	6	N/R	N/A	N/R	N/R
U.S. Department of Agriculture	34	0.20%	34.17	10,114	8,160
U.S. Department of Commerce	16	N/A	6.80	217	10,840
U.S. Department of Defense	1	N/R	0.026	8,835	534
U.S. Department of Education	13	14%	6,927.00	29,957	12,065,914
U.S. Department of Energy*	N/R	N/R	28.61	71	N/R
U.S. Department of Health and Human Services*	N/R	N/R	2,159.38	N/R	N/R
U.S. Department of Housing and Urban Development	1	0.03%	9.50	19	N/R
U.S. Department of Interior	N/R	N/A	1.732	286	4,127
U.S. Department of Justice	N/R	N/R	N/R	N/R	N/R
U.S. Department of Labor	N/R	0.05%	489.5	903	2,310,178
U.S. Department of State					
U.S. Department of Transportation	10	0.04%	2.51	14	183
U.S. Department of Treasury	8	N/R	1.35	36	28
U.S. Department of Veterans Affairs	5	0.19%	99.03	246	30,555
U.S. Navy	NR	NR	NR	NR	NR
U.S. Small Business Administration	1	1.00%	7.90	N/R	102,614
Totals	**286**	**1.57%**	**$9,894.54**	**75,402**	**14,555,928**

*FY 2001 Information
N/A – Not Available
N/R – Not Reported

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Federal on-budget funds for education and related programs, in current dollars, by agency: Fiscal years 1965 to 2002
[In thousands of constant 2002 dollars]

Agency	1965	1970	1975	1980	1985	1990	1995	2000	2001	2002
1	2	3	4	5	6	7	8	10	11	12
Total	$29,159,671	$54,782,101	$71,584,686	$71,646,237	$60,446,400	$68,663,370	$82,381,781	$89,588,339	$96,436,863	$109,468,575
Department of Education	5,472,916	20,227,478	22,594,046	27,288,411	25,866,621	30,855,450	36,111,843	35,552,861	37,309,205	47,769,284
Department of Agriculture	4,205,888	4,202,345	6,822,003	9,476,672	7,406,789	8,327,284	10,455,437	11,549,837	11,541,501	11,896,064
Department of Commerce	51,126	61,182	119,780	281,573	85,361	71,604	102,264	119,433	132,578	113,360
Department of Defense	3,213,035	3,592,174	3,102,240	3,240,891	4,831,039	4,795,536	4,460,654	4,716,949	5,389,094	4,749,222
Department of Energy	2,420,032	2,411,991	2,350,516	3,334,894	3,481,428	3,407,542	3,096,023	3,728,673	3,822,712	3,625,124
Department of Health and Human Services	5,620,437	7,858,176	11,297,169	11,660,659	8,243,268	10,581,956	14,339,360	18,420,133	21,152,439	22,858,490
Department of Housing and Urban Development	1,210,229	501,657	(162,202)	11,038	678	157	1,855	1,459	1,633	1,300
Department of the Interior	930,350	835,190	922,749	915,057	851,033	838,651	808,179	1,000,499	1,126,549	1,185,653
Department of Justice	56,077	68,783	189,172	126,123	103,463	132,707	198,194	290,754	456,666	450,098
Department of Labor	1,258,282	1,856,438	3,393,354	3,869,081	3,018,125	3,340,281	4,562,898	4,895,220	5,308,716	6,364,200
Department of State	351,162	261,270	274,906	52,318	36,892	68,132	62,869	404,815	398,039	387,579
Department of Transportation	—	120,414	160,733	113,642	127,056	101,332	156,181	122,017	154,476	144,379
Department of the Treasury	45,071	79	3,439,170	2,591,098	449,580	55,483	56,918	86,519	89,798	139,000
Department of Veterans Affairs	531,868	4,517,257	13,531,834	4,883,731	1,997,719	1,007,487	1,522,972	1,644,257	1,839,175	2,301,273
Other agencies and programs										
ACTION		—	21,766	5,884	2,727	11,268	—	—	—	—
Agency for International Development	346,398	384,999	242,516	367,168	307,912	332,230	334,152	346,598	493,381	462,500
Appalachian Regional Commission	—	165,477	140,740	39,531	7,349	124	12,216	7,550	9,756	8,900
Barry Goldwater Scholarship and Excellence in Education Foundation	—	—	—	—	—	1,374	3,450	3,127	3,061	3,000
Corporation for National and Community Service	—	—	—	—	—	—	246,779	402,367	461,237	431,000
Environmental Protection Agency	—	85,043	104,127	85,333	93,735	116,355	144,573	103,093	128,065	115,900
Estimated education share of federal aid to the District of Columbia	62,082	144,402	170,560	170,004	166,248	139,576	90,611	132,517	150,099	184,964
Federal Emergency Management Agency	—	1,268	891	4,042	2,831	286	195,951	15,526	24,264	20,380
General Services Administration	21,950	64,615	69,260	72,283	—	—	—	—	—	—
Harry S Truman Scholarship fund	—	—	—	(3,936)	2,063	3,835	3,450	3,127	2,041	3,000
Institute of American Indian and Alaskan Native Culture and Arts Development	—	—	—	—	—	5,726	14,949	2,085	4,082	4,000
Institute of Museum and Library Services	—	—	—	—	—	—	—	173,039	175,515	231,000
James Madison Memorial Fellowship Foundation	—	—	—	—	—	254	2,300	7,297	3,061	2,000
Japanese-United States Friendship Commission	—	—	—	4,765	3,463	3,058	2,300	3,127	3,061	3,000
Library of Congress	82,654	128,916	196,008	315,450	262,227	252,481	277,138	311,678	321,437	359,000
National Aeronautics and Space Administration	1,142,032	1,129,911	608,322	530,720	755,232	1,454,156	2,021,495	2,165,932	2,247,033	2,066,869
National Archives and Records Administration	—	—	—	—	80,720	102,942	120,942	127,047	151,203	180,866
National Commission on Libraries and Information Science	—	—	1,380	4,341	1,120	4,364	1,150	2,085	1,020	2,000
National Endowment for the Arts	—	1,487	14,613	10,842	8,574	7,418	10,834	10,474	10,655	10,854
National Endowment for the Humanities	—	36,994	196,589	296,164	194,639	187,602	174,478	104,255	107,869	103,000
National Science Foundation	991,218	1,292,869	1,645,425	1,679,106	1,776,652	2,113,317	2,399,017	3,080,550	3,364,968	3,230,812
Nuclear Regulatory Commission	—	—	21,803	67,692	46,868	56,299	25,515	12,717	7,449	10,100
Office of Economic Opportunity	1,038,559	4,777,433	51,085	—	—	—	—	—	—	—
Smithsonian Institution	12,214	10,763	16,934	10,703	12,214	7,686	11,455	—	—	—
United States Arms Control Agency	—	437	—	1,373	612	33	—	26,856	29,310	29,759
United States Information Agency	41,089	36,836	28,910	137,524	221,489	268,069	339,005	—	—	—
United States Institute of Peace	—	—	—	—	—	10,136	13,799	13,551	15,307	15,000
Other agencies	54,999	6,214	18,286	2,056	669	1,177	575	313	408	5,645

— Not available.

NOTE: Data for fiscal year 2001 are estimated. To the extent possible, amounts reported represent outlays, rather than obligations. Some data have been revised from previously published data. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, compiled from data appearing in U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal years 1967 to 2003; National Science Foundation, Federal Funds for Research and Development, fiscal years 1965 to 2002; and unpublished data obtained from various federal agencies. (This table was prepared April 2001.)

Appendix

*Appendix - Supporting Charts and Tables**

Chart 1: High School Completion by 1994 for 1988 Eighth Graders

Chart 2: Percentage of 1988 Eighth Graders Who Did Not Enroll in College by October 1992

Chart 3: Percentage Distribution of 1988 Eighth Graders With High School Diplomas Who Enrolled in College by October 1992, by Institutional Type and Control

Chart 4: Percentage Distribution of Academic Year (AY) 1996 Beginning Postsecondary Students According to Their Enrollment Status in AY98

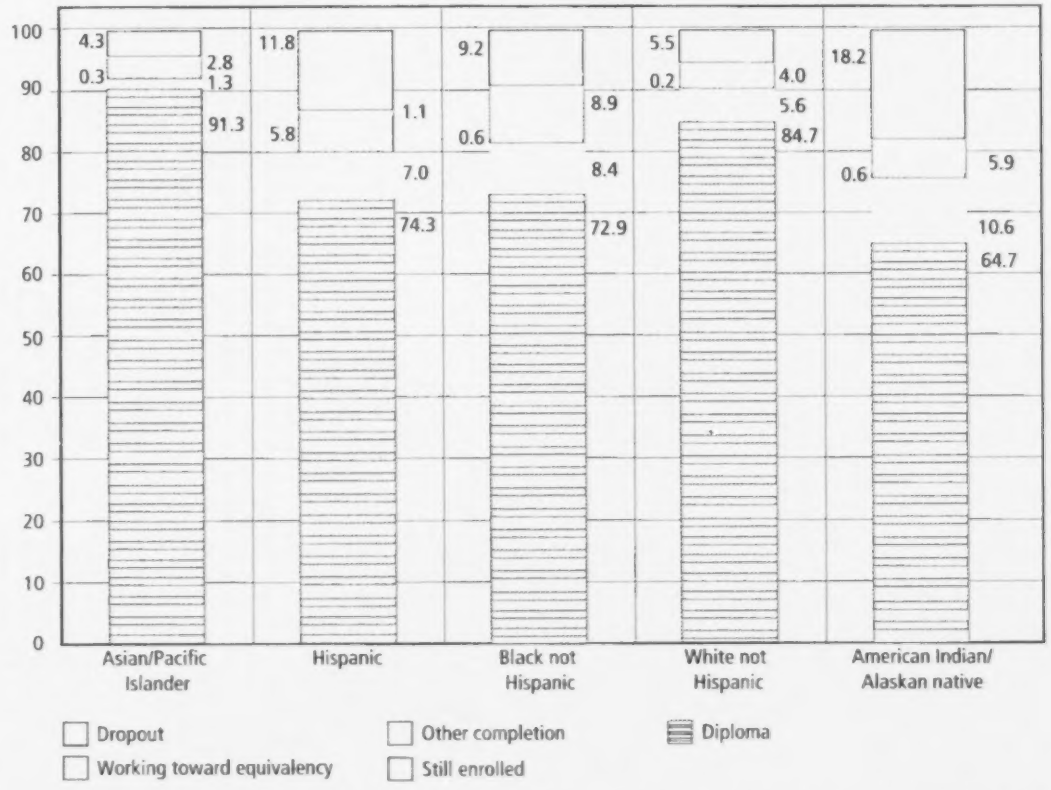
Table 1: High School Graduates' Fathers' Educational Attainment Level as of 1992

Table 2: Income Distribution of Dependent Undergraduates in College by Race/Ethnicity

Table 3: Associate and Baccalaureate Degrees Awarded to Hispanic Students, 2000-01

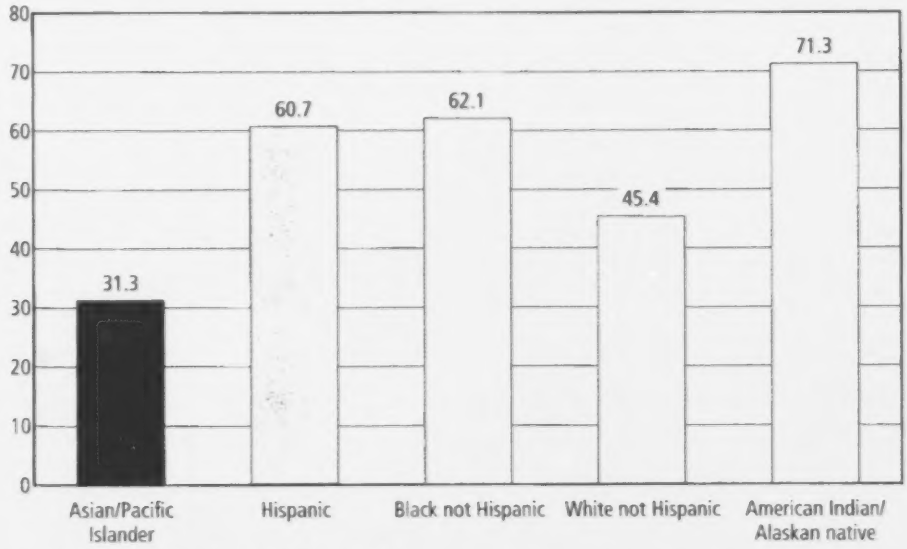
* *Charts and tables for this appendix were developed by JBL Associates, Inc.*

Chart 1: High school completion by 1994 for 1988 eighth graders



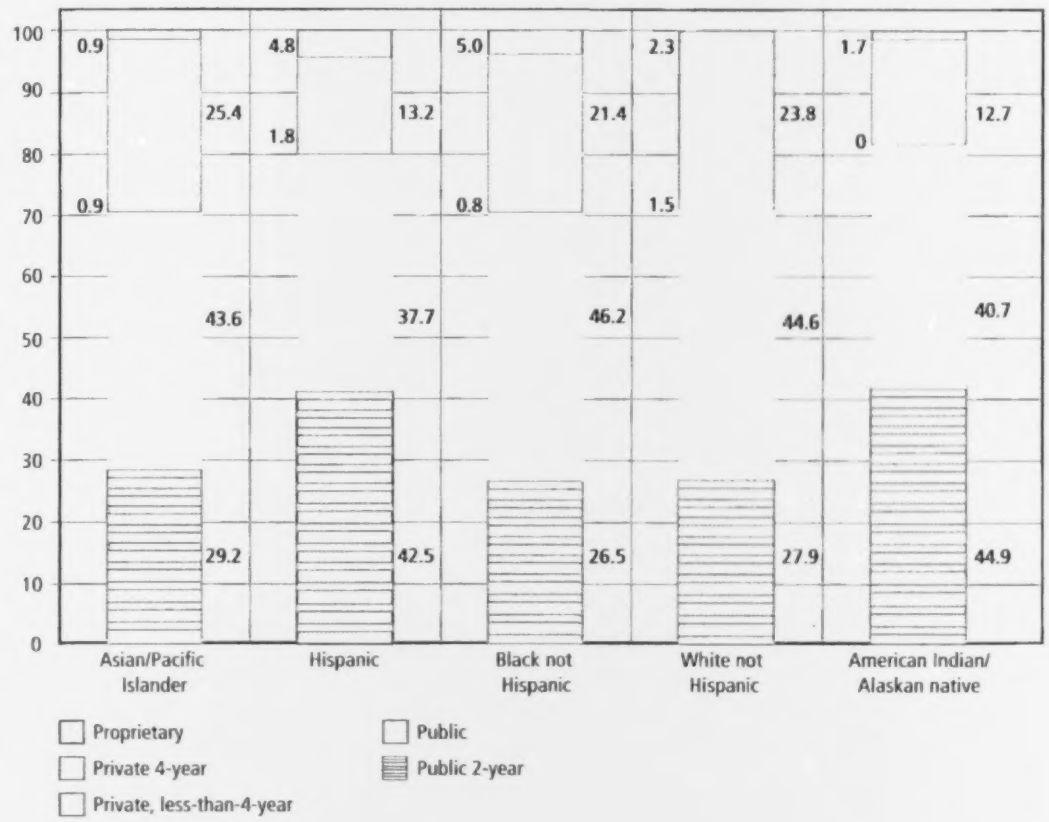
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/94), Data Analysis Systems.

Chart 2: Percentage of 1988 eighth grades who did not enroll in college by October 1992



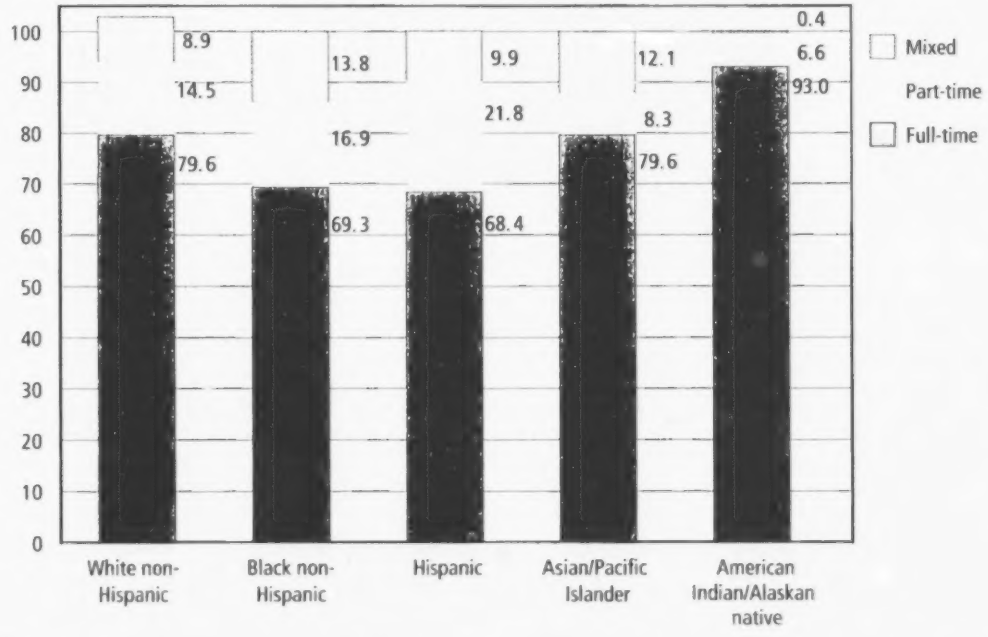
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/94), Data Analysis Systems.

Chart 3: Percentage distribution of 1988 eighth graders with high school diploma who enrolled in college by October 1992, by institutional type and control



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/94), Data Analysis Systems.

Chart 4: Percentage distribution of academic year (AY) 1996 beginning postsecondary students according to their enrollment status in AY98



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98)

Table 1: High school graduates' fathers' educational attainment level as of 1992

	Less than high school	High school or GED	Some college	Finished college	Postgraduate
All	13.3	32.2	21.3	17.8	15.5
Asian or Pacific Islander	8.9	22.3	18.2	20.9	29.7
Hispanic regardless of race	39.9	24.8	17.9	9.3	8.3
Black not of Hispanic origin	17.5	37.8	22.8	13.6	8.3
White not of Hispanic origin	9.9	32.4	21.8	19.2	16.7
American Indian or Alaskan native	17.0	55.0	13.3	8.5	6.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/94), Data Analysis System.

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Table 2: Income distribution of dependent undergraduates in college by race/ethnicity: AY2000				
	Less than $20,000	$20,000-$39,999	$40,000-$69,999	$70,000 or more
All	13.3	20.7	31.4	34.5
White, non-Hispanic	8.2	18.2	34.0	39.6
Black, non-Hispanic	27.0	31.4	23.2	18.4
Hispanic or Latino	28.3	26.4	25.5	19.8
Asian	21.9	21.9	27.3	29.0
American Indian/Alaska Native	18.9	25.4	26.9	28.8
Native Hawaiian/other Pacific Islander	14.5	28.9	27.0	29.6
Other	15.1	20.2	29.1	35.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–00 National Postsecondary Student Aid Study (NPSAS:2000), Undergraduate Data Analysis System

Table 3: Associate and Baccalaureate degrees awarded to Hispanic students, 2000–01			
	Degrees awarded to Hispanic students	Degrees awarded to all students	Percent of degrees to Hispanic students
Associate	61,444	599,812	10.2%
Baccalaureate	93,387	1,316,601	7.1%

SOURCE: Integrated Postsecondary Education Data Surveys, Completion File, 2001.

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Executive Order 13230

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, strengthen the Nation's capacity to provide high-quality education, and increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There is established, in the Department of Education, the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members. Twenty-one of the members shall be appointed by the President. Those members shall be representatives of educational, business, professional, and community organizations who are committed to improving educational attainment within the Hispanic community, as well as other persons deemed appropriate by the President. The President shall designate two of the appointed members to serve as Co-Chairs of the Commission. The other four members of the Commission shall be ex officio members, one each from the Department of Education, the Department of Housing and Urban Development, the Department of the Treasury, and the Small Business Administration. The ex officio members shall be the respective Secretaries of those agencies and the Administrator of the Small Business Administration, or their designees.

Section 2. The Commission shall provide advice to the Secretary of Education ("Secretary") and shall issue reports to the President, as described in section 7 below, concerning:

(a) the progress of Hispanic Americans in closing the academic achievement gap and attaining the goals established by the President's "No Child Left Behind" educational blueprint;

(b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans;

(c) ways to increase parental, State and local, private sector, and community involvement in improving education; and

(d) ways to maximize the effectiveness of Federal education initiatives within the Hispanic community.

Section 3. There is established, in the Department of Education, an office called the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be located at, staffed, and supported by the Department of Education, and headed by a Director, who shall be a senior level executive branch official who reports to the Secretary. The Initiative shall provide the necessary staff, resources, and assistance to the Commission and shall assist and advise the Secretary in carrying out his responsibilities under this order. The staff of the Initiative shall gather and disseminate information relating to the educational achievement gap of Hispanic Americans, using a variety of means, including conducting surveys, conferences, field hearings, and meetings, and other appropriate vehicles designed to encourage the participation of organizations and individuals interested in such issues, including parents, community leaders, academicians, business leaders, teachers, employers, employees and public officials at the local, State, and Federal levels. To the extent permitted by law, executive branch departments and agencies shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education.

Section 4. Executive branch departments and agencies, to the extent permitted by law and practicable, shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in closing the academic achievement gap and in achieving the goals of the President's "No Child Left Behind" education blueprint. Where adequate data are not available, the Commission shall suggest the means for collecting the data. In accordance with the accountability goals established by the President, executive branch departments and agencies involved in relevant programs shall report to the President through the Initiative by September 30, 2002, on:

(a) efforts to increase participation of Hispanic Americans in Federal education programs and services;

(b) efforts to include Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services;

(c) levels of participation attained by Hispanic Americans in Federal education programs and services; and

(d) the measurable impact resulting from these efforts and levels of participation. The Department of Education's report also shall describe the overall condition of Hispanic American education and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate.

Section 5. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App), may apply to the Commission, any functions of the President under that Act, except that of reporting to the Congress, shall be performed by the Department of Education in accordance with the guidelines that have been issued by the Administrator of General Services.

Section 6. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707).

(b) To the extent permitted by law, the Department of Education shall provide funding and administrative support for the Commission and the Initiative.

Section 7. The Commission shall prepare and submit an interim and final report to the President outlining its findings and recommendations as follows:

(a) The Commission shall submit an Interim Report no later than September 30, 2002. The Interim Report shall describe the Commission's examination of:

(i) available research and information on the effectiveness of current practices at the local, State, and Federal levels in closing the educational achievement gap for Hispanic Americans and attaining the goals established by the President's "No Child Left Behind" educational blueprint;

(ii) available research and information on the effectiveness of current practices involving Hispanic parents in the education of their children; and

(iii) the appropriate role of Federal agencies' education programs in helping Hispanic parents successfully prepare their children to graduate from high school and attend post secondary institutions.

(b) The Commission shall issue a Final Report no later than March 31, 2003. The Final Report shall set forth the Commission's recommendations regarding:

(i) a multi-year plan, based on the data collected concerning identification of barriers to and successful models for closing the educational achievement gap for Hispanic Americans, that provides for a coordinated effort among parents, community leaders, business leaders, educators, and public officials at the local, State, and Federal levels to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's "No Child Left Behind" educational blueprint.

(ii) the development of a monitoring system that measures and holds executive branch departments and agencies accountable for the coordination of Federal efforts among the designated executive departments and agencies to ensure the participation of Hispanic Americans in Federal education programs and promote high-quality education for Hispanic Americans;

(iii) the identification of successful methods employed throughout the Nation in increasing parental, State and local, private sector, and community involvement in improving education for Hispanic Americans;

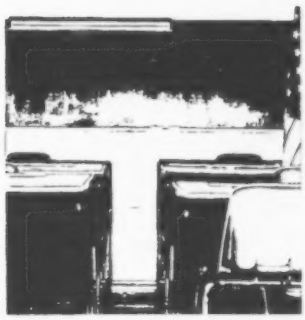
(iv) ways to improve on and measure the effectiveness of Federal agencies' education programs in ensuring that Hispanic Americans close the educational achievement gap and attain the goals established by the President's "No Child Left Behind" educational blueprint; and

(v) how Federal Government education programs can best be applied to ensure Hispanic parents successfully prepare their children to attend post secondary institutions.

Section 8. The Commission shall terminate 30 days after submitting its final report, unless extended by the President.

Section 9. Executive Order 12900 of February 22, 1994, as amended, is revoked.

GEORGE W. BUSH
THE WHITE HOUSE
October 12, 2001



White House Initiative on Educational Excellence for Hispanic Americans

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